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ABSTRACT

A seminar on Education for Librarianship on the Grassroots Level was held as a pre-session before the IFLA general conference in 1984. Papers presented include: (1) "Personnel Required to Deliver Services to Meet General Information Needs of the SADCC (Southern African Development Co-ordination Conference) Region: Schemes of Services--Salaries, Conditions and Grading Schemes" (M. M. Moshoeshoe); (2) "Courses for Senior Library Assistants (in Eastern Africa)" (B. N. Bagenda, Uganda); (3) "The Role of Induction Courses in Staff Development for Librarianship at the Grassroots Level" (Virginia W. Dike, Nigeria); (4) "Staff Development--Formal and Informal Methods of Recruitment" (Hudwell Mwacalimba, Zambia); (5) "Manpower Planning--Matching Inputs, Outputs and Requirements" (O. N. Mohamedali, Zambia); (6) "The Labour Market--What Level of Skills Are Available" (Rodrick Mabomba, Malawi); (7) "Serving the Rural Communities: The Role of Branch/Area Libraries in the Organization and Preservation of Local Records and Archives" (R. J. Kukubo Lesotho); and (8) "Grassroots Training in Botswana" (A. P. M. Thapisa, Botswana). (THC)

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SEMINAIRE PRESESSION, NAIROBI, 13-18 AOUT 1984
DEVELOPPEMENT DU PERSONNEL DES SERVICES DE BIBLIOTHEQUES SUR LE TERRAIN; ENSEIGNEMENT BIBLIOTHECONOMIQUE SUR LE TERRAIN

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PERSONNEL REQUIRED TO DELIVER SERVICES TO MEET GENERAL INFORMATION NEEDS OF THE SADCC[1] REGION:

Schemes of Services - Salaries, Conditions and grading schemes

BY M.M. MOSHOESHOE

IRO5/1653

to be delivered on 12 August. ICC room 2

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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A. The 1980's make peculiar demands of the personnel that is required to deliver services meeting information needs of the SADCC region, and the developing world in general. These nine countries make more or less a homogenious group with similar political and economic problems. The culture and history of the BOLESWA,[2] countries are closely linked like those of Zambia and Zimbabwe. Zimbabwe, Angola and Mozambique have gone through almost the same path for their independence. BOLESWA, Tanzania, Zambia and Zimbabwe still belong to the commonwealth, and fall within the scope of SCECSAL[3] and ECARBICA [4]. Whereas the region is caught up with the period of global application of advanced, expensive technology in libraries and other information institu ions, the countries in debate are but poor materially and still far behind with basic library infrastructure. In thus reconciling the two positions, there is a great need to consider the desirable schemes of service that should promote a harmonious cooperation and overall development of libraries, archives and documentation centres of these areas.

Prerequisites to a meaningful schemes of service are, of course

(a) Job description which means responsibilities, specific tasks and skills that should be performed, and in relation to the objectives of a given information institution

(b) Job specifications, being detailed descriptions of the worker, her/his title, definition of academic qualifications, level of experience, calibre and personality that is required to fill the post

(c) Occupational cadres, or the categorization of the entire manpower within the system.

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(1) The Southern African Development Co-ordination Conference (which include Angola, Botswana, Lesotho, Malawi, Mozambique, Swaziland, Tanzania, Zambia and Zimbabwe).

(2) Botswana, Lesotho and Swaziland

(3) Standing Conference of Eastern, Central and Southern African Libraries

(4) East and Central Africa Regional Branch of the International Council on Archives

And in this particular case, we would like to mention

(i) Professional/adminstrative cadre which comprises for example the directors of national libraries, archives, documentation centres, and heads of schools of information studies

(ii) Professional/Executive group of those who do the main, central specialized tasks, namely indexers, cataloguers, abstractors, documentalists, archivists, subject librarian, lecturer in information studies, computer programmer, etc.

(iii) Para-professional/supportive - for instance document repairer, library (desk) assistant, teacher-librarian?, extension (rural) officer, etc.

What finally correspond to these categories are salary gradings and working conditions within the given heirarchical positions.

Our focus, now, is to see what the information needs of the region are, and how the information personnel of these region, through their set schemes of service, can meet those needs.

1. JOB DESCRIPTION

Can the available personnel, through their present scheme of service meet the demands of the region? I doubt. Since majority of information systems are parts, divisions, departments or peripheral organs of the major whole, their job descriptions often either follow the pattern of their parent body or try as well to meet the demands of that central/main office. As such, their job descriptions fail to get to grips with what ought to be the specific duties of their personnel.

Allow me here, to quote the example of the Lesotho National Library Service, whose personnel have to inherit similar pattern of duties from the civil service.

Here the job of a library assistant are listed as follows:

to "1. work at the issue desk

2. assist in the acquisition and cataloguing section

3. assist in the inter-library loan system section

4. help in the Lesotho Collection and bibliographic services

5. work in the branch libraries under the supervision of senior member of staff, and

6. do any other duties that may be assigned to him from time to time.

The brevity by which these duties have been described serve the obvious purposes of civil service. But we are aware that for the objectives of a national library which should address itself to complex problems of its young profession, the duties are meaningless. First of all (5) does not introduce anything different from (1), because 'working at the issue desk' may mean at the desk of the headquarters or at the branch.

Again we know that some library assistants do not necessarily 'work under the supervision of senior members'. In these regions due to shortage of both junior and qualified senior members, a few juniors establish services from scratch, they themselves "head" branch libraries, they administer already established services in some cases, they do mobile library routing, they perform core professional duties like cataloguing, and perform anything, and truly speaking, as the golden duty no. 6 suggests, they can do anything and everything.

Unfortunately, the situation prevails throughout all the information designations. Even professionals are occupied with more extra curricula/ professional activities such as attending general meetings in towns with policy makers, and establishing professional associations. And not all of these come up in the job specifications. Consequently is there sense in listing duties which do not work, which do not force nor entice the personnel into more convincing,

challenging needs of the illiterate - the rural and all such disadvantaged SADCC population? That is a question that we, as professionals answer. That in the SADCC region the majority of population which should contribute more economically lives in the rural areas is an indisputable fact. For example in Angola, peasant farmers account for 60% of the total work force, in Botswana, the estimated 18.8% of population is urban, while the 1977 of population census in Malawi estimated 9.3% of total population as urbanised labour force.

As a result the region's common policy of rural development and decentralisation of services is not only justified in terms of the location of majority of people, but is also an economical approach. With regards to information services and public libraries in particular, as well, this need has been said repeatedly but so far the necessary steps nor actions have not been taken to meet these demands. Long lists of vague job descriptions cannot bring about the required drastic change. At the same time we are aware that even in urban areas where information services originate and are concentrated, the performances are still not so wonderful. That is why the region is supported with enthusiasm, the proposal that there be an automated network of numerical and non-numerical information exchange - SAIDS (Southern African Documentation and Information System). This concept was welcomed and was moreover accepted as an appropriate information sector within the SADCC framework, because it would provide more efficiently and systematically, information to decision makers, politicians, planners, administrators and all those engaged in the economic and social development. And who is expected to take up this responsibility? - the same, available information worker in the SADCC region, who is not yet trained in computers.

I believe a convincing commitment of information worker starts from a thorough and comprehensive description of their job, which should focus on the demand. When in most cases the developed countries talk of unemployment, and perhaps overproduction of information experts, the developing countries, SADCC members included, lament over a shortage of even generally trained personnel. And it is therefore to the latter that we relate the question of effective meanigful job description. It is of course a dilemma, there are more jobs and few people; is there a compromise for them to do a few things thoroughly or for them to touch on everything not necessarily so perfectly, and as a jack of all trades does?

If we were to calculate this mathematically we could say; in order that an institution (1) achieves its objectives 100, it should employ X + Y staff who should perform a x b duties. If any of these symbols of the formular changes, can we figure out what the answer will be?

2. JOI SPECIFICATIONS

A practical job specification for the region is that which is not rigid. While it may be desirable that the archivist's specifications for instance, be 'a degree with history as a major, plus a certificate in archives studies, plus at least two years' experience in archival work', there should also be an alternative specification which could perhaps require a longer relevant experience whereby academic qualifications are lower. This gives room to settling for an acceptable substitute for in case the most suitable person cannot be found locally. As this is often the case, the idea is to allow an employing institution to make ends meet with someone of low calibre. One may argue as to why an employer should settle for less when fully trained expartriates may be recruited from abroad. This is a controvesial issue which I would rather emphasise under "salaries".

It is however unfortunate that, as part of human nature, often, we all aspire, at all costs, for higher and higher social or professional status until we end up having invented non-depictive labels for ourselves. Part of the problem of confusing designations is caused by multiple titles. Within each of the SADCC countries, and throughout the region there does not appear to be any understanding as to what makes one position 'senior', one 'principal' another 'chief', as well as 'deputy', "assistant" or whatever.

Since these are not always nor clearly defined in terms of level of the incumbents's performance or level of academic qualifications, the use of these terms now differ from one institution to another - which thing makes it difficult to tell and to assess which specifications would strictly be desirable for which jobs.

Another problem which brings about this anomally is caused by lack of uniform academic awards for similar courses in library and information studies world-wide. Presently these may range from a certificate, lower diploma, junior degree, honours/higher diploma, MA/MSC, MPhil to PhD. It is at all these levels that the region is training its manpower - majority of which are in the middle of this range. The snag arises when we want to categorise this personnel pro rata its level and duration of training, and when testing its suitability to the region's diverse demands when we learn for example that some postgraduate courses of 15 months may earn one a Higher Diploma while others of 10 months can pass another into Masters, and likely, MA of irrelevant course - in 13th century papal letters or history of libraries in Europe. This aspect which also touches on salary gradings suggests that there is no standard yardstick against which all jobs can be assessed. It is true that locally an MA is given a higher recognition than higher diploma and honours; and as we have seen it does not imply that its holder is more skilled academically than a diplomate.
I believe it is for the professionals of the region to guard against this danger

of loose use of terms, librarian, archivist, documentalist their qualifying prefixes - senior, principal, etc. and an unsystematic entry into the profession. They will be few if any institutions which highly consider chartered professionals in the region; not until SCECSAL has its own examinations.

A final specification which should also be given enough attention in the region is personality, initiative, emotional involvement, one's conduct and attitude towards the profession. Even if one's long service and formal training well match the duties, if on the contrary one does not have an emotional liking for the job, his performance and output is bound to be poor. It is a blend of both specifications that should qualify one for the work. In the given circumstances, we note that a role that is being played by such bodies as Library Associations in the region, is vital. In order that these associations achieve their goals, it requires the professionals who are aware that the activities of such associations are part of their mandantory duties.

The type of spirit that is required out of such person in nevertheless not very easy to assess for it involves a worker's individual's make up - his wisdom in leadership, his patience in dealing with users at issue desk, his preparedness to rough rural areas and to working even during unsociable hours at which information services are also open.

B. SALARIES AND WORKING CONDITIONS

1. Why Salaries -

Payment is one of the main reasons why we all work. Since this became a very sensitive issue to research on I have tried as much as possible to avoid discussing the exact figures for in case I ended up disclosing a few pounds and shillings that some of you earn; which thing is always confidential, and

it would in fact embarass us all. Another reason why an employer pays some remuneration is, in a way to invest into his business, to buy the skills that will enable him to profitably achieve his goals. The information scientists should be aware of this investment and that the more the payment the more there should be the contribution towards attaining the objectives.

2. The nature of salaries

In this region, the amount of salaries paid to both professionals and sub-professionals, compared to the amount of work that they go through and as compared to the conditions they struggle under, is not satisfactory. But why is that so? One obvious reason is that the region, as already mentioned is financially poor. It cannot afford to pay superflous salaries to any sector - let alone that whose professionalism is still doubtful to administrators.

Unlike in the medicine and legal professions where, as a matter of life or death a nurse cannot take the place of a medical doctor in a surgical theatre, nor a lawyer ask his most efficient secretary to defend his case in a court; information 'scientists' as I have mentioned in A (1), we do allow apprentices to assume very strategic professional posts. Hence the policy makers feel that there is no justification for us claiming indispensability or highly paying professional posts. Whereas I am not contradicting my idea that institutions may, where possible, settle for less qualified persons, I am aware that our profession should be judged at its own merit and be allowed its flexibility.

For such recognition to come our way it demands pressure from the professional groups themselves, and this, sadly, takes time. We can learn from a long history of the university libraries of the BOLESWA countries. There, information experts are accorded academic status like all other staff. But this did not come automatically. The pioneer-librarians had to fight their way through

to convince the administration rightly. Thenafter they enjoyed fair salaries and working conditions. That is why we appeal to the new information scientists in the emerging public, school and special libraries that they too should prove their case likewise.

3. The structure

Generally the salary scales are broken into the broad grades that will correspond to occupational cadres already mentioned. Within each grade there are smaller divisions that allow annual, credit or other increments. The idea of this scheme, is to allow promotions or demotions between grades, or a steady increase of salary annually or according to additional academic qualifications or extra duties assumed. When it comes to regional information scientists who have not yet set uniform standards in their job descriptions, job specifications and the related matters, a choice of salary grade for one, is still arbitrary. This unjust situation becomes clearer if we remember that no employee likes to be paid less than a colleague, for doing essentially the same work.

What the region should fight for in unison is not that they get specially high salaries, because as we have established, SADCC countries are not rich; and afterall majority of people still earn just humble salaries. Rather, they should strive for fair equitable salaries.

For a librarian who has a taste of archivery, and who performs both, she has an added advantage that should win her a higher notch. For a teacher-librarian who, as the title depects, does both teaching and library work - she should either be relieved of a bit of his teaching load or has his salary reflecting that double duty. If a practising documentalist too, also lectures on part time basis, to students of information studies this should somehow be considered by the administrators, so as to encourage the arrangement.

The overall recommendation here is that, as aware there is few qualified personnel in various fields of information science and as also aware that the region has no room for strict specialisation; the personnel which is required should entail people whose professional skills are fairly diffuse. As well, this will guard against some employees completely resigning from their posts to join others with a country or a region.

4. Factors effecting discriminatory pay and conditions

(a) Seniority - In the information services where seniority plays a prominent part, regardless of weight of job descriptions and specifications, it is the class of juniors who get discriminatory pay and conditions - they work abnormal hours, have no pension allowances nor fringe benefits.

(b) Sex - It is my contention which however stands open to challenge, that majority of information scientists are women. And yet at the top of the cadres majority are men. This therefore means the females' salaries and conditions are generally discriminated against. Since the situation is not unique to our profession we hope that the international observance of the rights of women will bring justice to these problems as well.

(c) Expatriates - As I have already mentioned in 3.2 an alternative for recruiting expatriates still remains open to regional information institutions. At the same time we learn that remuneration that goes to this personnel except for volunteers is higher, it includes lots of allowances and several inducements. Both types of expatriates, however encounter the same problems of a new environment; language and culture, which thing may even affect their performance.

C. CONCLUDING REMARKS

In repitulating, I would like to observe that the SADCC countries share a number of administrative problems relating to personnel. It fortunately follows that a lot of co-operative efforts can solve such weaknesses. In the training of the para-professionals, the region has two schools of Library and Information Studies, where uniform training and awards could be acquired.

A number of obstacles relating to shortage of personnel, job specifications and descriptions were well highlighted in the SADIS forums. These widely indicated that whether the region is forced to apply technology in documentation centres or not, the ground work still has to be improved, either firstly or concurrently. Hence there is need, as NATIS proposed, that all these services get a national control which implies that its personnel has its job specifications, descriptions and salaries also uniformly and economically administered.

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PRE-SESSION SEMINAR NAIROBI 13-18 AUGUST 1984
EDUCATION FOR LIBRARIANSHIP ON THE GRASSROOTS LEVEL

SEMINAIRE PRESESSION, NAIROBI, 13-18 AOUT 1984
DEVELOPPEMENT DU PERSONNEL DES SERVICES DE BIBLIOTHEQUES SUR LE TERRAIN; ENSEIGNEMENT BIBLIOTHECONOMIQUE SUR LE TERRAIN

COURSES FOR SENIOR LIBRARY ASSISTANTS

by

Bagenda, B.N. - Uganda.

Mr Chairman and fellow Participants, the topic before me is Course for Senior Library Assistants.

The training of Senior Library Assistants is an important function of a library education institution geared to make available the type of library personnel required by libraries the world over, and more so in developing countries to ensure that these libraries operate at optimum efficiency. A senior library assistant is a useful and necessary staffing component. His performance of routine duties under the guidance of a professional librarian enables the library to operate smoothly as a service - oriented organisation. His ability is an asset. He can also take charge of a small area library in situations where staffing constraints dictate it so.

For the purpose of this paper I shall discuss whether it is necessary to train senior library assistants, their sponsorship, training physical facilities and prospects with special reference to Eastern Africa. Due to the time factor I shall confine my discussion to the problems and also make mention of the situation in this region.

It is often argued, especially in developed countries, that training institutions in librarianship should concentrate on graduate and post graduate librarians and that certificate and diploma courses are out dated. I do not dispute this arguement but it depends on what one calls a library. In Eastern Africa, especially in Uganda, what we call a library is quite different from what it is in a developed country. While you find a few well organised libraries, the rest are lending collections housed in a

a single room with afew shelves of books and an issue desk. Honestly such a library cannot be manned by a graduate librarian. We need therefore, someone with a lower qualifications. Such a library can be effectively manned by a senior library assistant with practical training in elementary library methods. Everyday we are opening up such libraries as we expand our educational institutions.

On the other hand in a well organised library system such as Makerere University and Tanzania Library Services this cadre of personnel is required as supporting staff to handle the routine duties. So we must have a basic standard way of maintaining our libraries at this cadre, hence the need for courses for senior library assistant. Morever, at our present level and pace of development it is likely to take us some time to reach the stage of the developed countries.

Although we need senior library assistants to man our libraries, we are still lacking a coordinated system of sponsoring candidates to this course. In Tanzania candidates are sponsored by Tanzania Library Services and some private libraries. However, in Sudan, Uganda and Zambia candidates are sponsored privately by individual libraries. In such instance even institutions whose major interest is to promote librarianship are not able to send enough candidates to the courses because of financial limitations and as a result training does not reflect man power needs.

On the other hand, some heads of institutions are not even aware of the need for the course. Schools should make more effort to inform the country of the existance of the course, its entry requirements and the need to train senior library assistants.

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It is logical to argue that the course should be conducted at a place where training physical facilities and teaching facilities are available. In some countries like Tanzania and Zambia the course is conducted by Tanzania National Library Services headquarters and Dag Hamrskjold library. They have physical facilities and the teaching staff as opposed to the school of Extra-Mural Studies Khartoum University which lacks the relevant teaching staff. In Uganda the East African School of Librarianship based at Makerere University has modern physical facilities needed for the practical aspect of the course. However, teaching staff are sometimes lacking.

In Uganda it has been argued that like Tanzania and Kenya the course should be conducted at an institution lower than the University. Public Libraries Board and some other institution have been suggested as possible suitable locations for conducting the course. The reason advanced is that this would make the course cheaper to run. To me this is not a serious issue. Already students attending this course no longer reside at the university. They only go to the school for tuition. The issue is whether the school with all its modern physical facilities cannot produce enough senior library assistants given a chance to improve its teaching staff position. I am convinced that the school can produce the man power we need.

The only thing we should emphasis is devising a method of tapping financial assistance especially from international organisations like Unesco to enable us to conduct at least a "Crash Training Programme", since the pace of man power production at this level especially in Uganda has been very slow. Since 1964, at the inception of the course, only 100 Ugandan senior library assistants have been trained. Our present requirement are estimated at 500 people,

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In addition, I am advocating for short courses, seminars and workshops to keep our trained assistants abreast of new developments in librarianship. It is still debatable whether some new developments in librarianship really reflect needs of developing countries. For example is would be a waste of funds to organise a refresher course for senior library assistants in my region and talk about computer systems in libraries. Such systems are quite irrelevant to our needs for the time being. Of course in developed countries where computers are used in libraries such a course would be beneficial. Otherwise what is important to a library employer in Eastern Africa is whether a senior library assistant is well versed with methods of serving a reader effectively given our limited tools.

Lastly this seminar should discuss the problem of devising a method of introducing up-grading courses for senior library assistants. There is a tendency for these assistants to look for better job opportunities because after the course one looks at the library as an institution which has nothing to offer one for the future. On the other hand employers can do very little as far as promotion is concerned unless a candidate works privately and up-grades himself to a diploma, by acquiring university entrance qualifications. The East African School of Librarianship has a system of promoting senior library assistants who pass the course with distinctions to a diploma course. This is a good system because candidates with exceptional ability should be encouraged.

However, the school of Extra-Mural Studies Khartoum University in Sudan has a better up-grading system. A candidate begins with elementary senior library assistants course, and once he proves capable he is allowed to proceed to an advanced library assistants course. Compared to the medical profession where a nurse starts as a nurse, then registered nurse and eventually sister nursing officer, Senior Library Assistants should be given promotional chances.

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In conclusion I would like to suggest that in Eastern Africa:

(a) Where there are no facilities for para-professional courses, certificate courses at national level should be mounted.

(b) Courses for senior library assistants must be organised in such a manner to ensure the production of personnel who will not only fulfill their responsibilities as library workers but also reflect the needs and plans of their respective countries.

(c) The local library associations should work closely with the government to improve conditions of work for senior library assistants and afford them opportunities for further training and self development.

(d) In my experience I have found that candidates who have worked for at least one year before they are sent to the course, benefit most from the course. During that pre-course period in-service training course should be mounted by national library services or library associations to give these newly recruited candidates the rationale behind library practice. This gives them a good start when they go to the formal senior library assistant course.

I am aware there are issues I have not tackled in this presentation but it is impossible to treat this subject exhaustively within the time available to me. These could form subject of discussion to follow.

I thank you for your kind attention.

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The Role of Induction Courses in Staff Development for Librarianship at the Grassroots Level

By

Virginia W. DIKE

Senior Lecturer and Acting Head
Department of Library Science
University of Nigeria
Nsukka, Nigeria

Abstract

The Role of Induction Courses in Staff Development for Librarianship at the Grassroots Level

By

Virginia W. Dike,
Senior Lecturer and Acting Head,
Department of Library Science,
University of Nigeria,
Nsukka, Nigeria.

This paper explores the role of induction courses in developing staff for librarianship at the grassroots level. It outlines the characteristics of library service in Africa and potential personnel for this service. It stresses that we must rely on structures and personnel outside the regular library set-up to provide adequate service at this level.

The example of induction courses for school library personnel is discussed in detail, giving patterns, benefits and suggestions for improvement. Finally, the paper looks at the possibilities of induction courses for other types of personnel who could help extend library service at the grassroots level.

The Role of Induction Courses in Staff Development for Librarianship at the Grassroots Level

By

Virginia W. Dike,
Senior Lecturer and Acting Head,
Department of Library Science,
University of Nigeria,
Nsukka.

The theme of this seminar is education for librarianship at the grassroots level, and the aspect I will be focusing on is the role of induction courses in staff development for this level. I would like to begin by setting the scene in terms of users and potential library personnel at the grassroots level in Africa.

First of all, what is the grassroots? In most African countries it includes the vast majority. Not only is the majority of the population rural, but even most urban dwellers are beyond the reach of library services. The public libraries, which have basic responsibility for serving the general public, are few in number and spaced over great distances. Many regions do not have public libraries, or have only one or two in major urban centres. Throughout Africa a small proportion of the population have direct access to libraries, and the vast majority are at the grassroots level.

A second relevant factor is the oral base of African societies and the large number of non-literates and new literates in the population. Libraries in Africa are most often used as reading rooms by young people preparing for examinations.

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In order to reach the grassroots, we face a major challenge of providing relevant library services to other groups of users, including the non-literate majority for whom print media are not appropriate.

At the same time there has been great expansion of education, especially at the primary level. In a situation where primary school children come from non-literate homes, librarians and teachers have a relatively greater role to play. There is also a large population of new literates, who need relevant services and support to retain literacy skills.

A final consideration is the present economic reality. Most library systems are still being established. Yet the last few years have been difficult economically. Library services to the grassroots, in the form of bookmobiles, branch libraries and other small centres have been adversely affected. We must find ways of utilizing available institutions and human resources if we are to provide effective library service to the grassroots under current economic conditions.

Where, and to whom, do we go?

Where do we go? What village - based institutions might provide outlets or service points for library service? It is difficult to generalize about all countries. In Tanzania ujamaa villages and party offices have offered structural support for library services.[1] Shops and homes have also been mentioned. Town meeting places have been identified as such a base in Ohafia, Nigeria[2].

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Certainly an important village-based institution is the school, particularly the primary school.

To whom do we go? There are a number of possibilities for locally-based personnel. Teachers are an obvious possibility for children's services. Ghana has utilized volunteers to run book centres and resource persons for traditional story-telling and dancing[3]. By utilizing such resource persons, libraries could provide the means for continuing aspects of culture that might otherwise disappear. In Zimbabwe new literates are encouraged to use their new skills in reading to their children. In this way they share books with others while reinforcing their own literacy[4]. Students are another possibility: in the late 1960's the Zambian government encouraged secondary school students to participate in literacy classes for village adults. Many villagers achieved literacy in their own language. However, they later lapsed into illiteracy due to the lack of follow-up programmes and reading materials[5].

In all these cases non-library personnel who could assist in library-related services were identified and utilized. Failures, where they occurred often resulted from lack of continuing support and follow-up. A well-planned programme of induction courses combined with follow-up--in the form of meetings or visits - would help such programmes achieve their aims.

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Induction Courses for School Library Personnel

I would like to use induction courses and associations for school library personnel as an example, since it is the area I am most familiar with.

Schools are the principal local institution relating to children and books. They often serve as meeting places for community activities, and teachers are relied upon for assignments requiring literacy. School libraries may be nonexistent or inadequate, but in at least some countries they are increasingly recognized as a necessary part of any school. For instance, the plan for U.P.E. (Universal Primary Education) schools in Nigeria included a room for the library, and secondary schools in some states must have a library in order to be approved. Where accommodation and materials are not provided by the government, other bodies such as Parent Teacher Associations, former students, and individuals have been known to fund school libraries[6]. My point is that however meager the reality, there is potential for every school to serve as a library centre to the grassroots.

But <u>who</u> will provide library service in schools? The present pattern is for a teacher to be selected to serve as teacher/librarian. It is most unlikely that he will have any library training, even if he is a trained teacher. Sometimes, clerical staff are also posted to schools as library assistants. The solution for the future would be to include an introduction to librarianship in the education of teachers at all levels and to provide an option for specialization in school librarianship.

.../5.

But for the present, and probably for a long time to come, we need to train the untrained teacher/librarians, and library assistants in some cases, already serving in school libraries. The most practical way to do this is through induction courses.

Induction courses for teacher/librarians and library assistants may take a variety of forms. There are one or two day introductory courses which school library staff attend from home. Other courses may be one or two weeks. Longer courses, usually residential, may last from one to three months. Such courses are organized by a number of agencies. They may be organized by the public library, by university libraries or departments of library science, by library associations, or by teacher training centres. The accompanying table gives an idea of the range of such courses offered in Nigeria. Similar induction courses have been conducted in Ghana[7], Ivory Coast[8], and Tanzania[9], among others.

While the longer courses certainly offer a more adequate training programme, fewer school library staff can take advantage of them. It is more difficult to get permission and sponsorship for a longer residential course. While they are a modest attempt at training teacher/librarians or library assistants, even the shortest induction serve several useful purposes.

1. First of all, even a short course provides a teacher/librarian or library assistant with the rudiments of running a school library.

.../6.

Such a course is more useful if the person has been handling the library for some time and so has an idea of what is involved and the problems to be solved. It is therefore recommended that induction courses, especially short intensive ones, be given to those who are already on the job. The value of short courses is also increased if participants are given basic tools and materials to take back to their schools. Several agencies organizing courses have prepared basic mannals to assist in running school libraries[10]. Others distribute simplified classification schemes or cataloguing rules. Others produce a journal or newsletter to build on the information given at the induction course[11].

Many teacher/librarians would like to do their job well and are aware of their limitations. They are often very receptive students. Several studies in Nigeria have shown that the only school library staff with any training at all were those who had attended induction courses. These studies also found that the benefits of these courses were evident in the participants handling of the school library.

2. Aside from the primary aim of training school library personnel, induction courses provide a support group for teacher/librarians. Most of them have been working in isolation. It is beneficial for them to find others with whom they can share experiences and discuss common problems. The recognition implied in such a course also is of great psychological benefit to participants.

3. Induction courses also provide a forum for addressing government and the opportunity for organizing a pressure group for school libraries. They do this by bringing together teacher/librarians from an entire region, state or country. School administrators, who play a crucial role in school library progress, may also attend. Library professionals from higher institutions, public libraries and government participate as organizers and speakers. Government functionaries are often invited as guests. This gives those concerned with school libraries the opportunity of speaking directly to policy makers, and brings media coverage as well. In some cases the course may be organized by a school libraries association; in other cases it may lead to the formation of one. In either case, such an association can play a valuable role in maintaining contact between teacher/librarians and others concerned with school libraries, and in pressing government for better school libraries.

Suggestions for Improvement

The benefits of such induction courses could be increased in several ways. One would be to find ways to offer courses of at least a week in length on a local basis. This is more feasible where libraries and higher institutions of learning are more widely spread over the country and where transport - both private and public - allows participants to attend from a fairly wide area.

.../8.

Short induction courses would also be more valuable if they were cumulative. In some cases an individual may attend a course several times, and the content can become repetitive. To avoid repetition, participants might be divided into beginning and advanced groups, or into primary and secondary school groups. Or, an entire course might focus on a particular topic, such as cataloguing and classification, children's literature, or production and use of teaching aids.

The value of induction courses would also be increased if they led to a recognized certificate. Participants may become discouraged after attending several courses, if such attendance does not lead to anything[12]. In order to have a recognized certificate, accepted standards with regard to content and duration would be necessary. Efforts have been made in this direction in Nigeria, but the many organizations and governments involved complicate matters. It is hoped that the awarding of an accepted certificate on completion of training would lead to greater recognition for teacher/librarians and better conditions of service. If teacher/librarians were then given a reduced teaching load or remuneration for their extra duties, they could do more to improve the library service offered in schools.

Induction Courses for Other Personnel

While I have focused on school library personnel and the provision of services to children at the grassroots level, similar induction courses could be used with benefit for other groups within the community.

.../9.

For instance, the Zimbabwe home libraries project began with a workshop to encourage writing of children's books in local languages followed by steps to organize story-tellers, who are also home library leaders. Likewise in Tanzania short courses in the adult education programme have been quite common. In the ujamaa village where I worked from 1966 - 68, various members of the community were selected to go for adult education courses in domestic science, basic health care, bee-keeping, animal husbandry, and agriculture. Some of these courses lasted only one or two weeks, while others lasted several months. But all gave participants a special area of knowledge, which he or she could then bring back and use for the benefit of the community. In some cases, the participant would then teach other community members the skills he had learned. I can see a similar programme being very useful in extending library service to the grassroots. A centralized agency, such as the public library or adult education division, with the necessary institutional framework, resources, and expertise, could organize induction courses for members of village communities. These participants could then return to their villages to handle community libraries or serve as the contact point for outside experts supplying information. They might also serve as a link with the public library in its efforts to record oral tradition or supply reading materials in African languages to children or new literates. Within the community they might help encourage such activities as story telling or teaching traditional songs to the young. As in the case of the teacher/librarians, the use of induction courses to mobilize personnel who are outside the regular library structure and based in local communities, could do much to extend library service at the grassroots level.

Table 1

Induction Courses for School Library Personnel in Nigeria

Organizer	Duration	Frequency
Anambra State School Library Assn. in co-operation with the Anambra State Library Board, University of Nigeria Library, Alvan Ikoku College of Education	1 week - Easter break	annually 1972-1982
Onitsha and Awka Zonal Assns. with Divisional Library, Onitsha	2 days	1980
	2 days	1980
Nsukka Zonal Assn. with University of Nigeria	2 days	1980
Bendel State Library, Benin	long vacation	annually since 1973
Abadina Media Resource Centre, Dept. of Library Studies, University of Ibadan	1 or 2 weeks	7 workshops 1975-1982
Lagos State Library, Lagos	1 week	annual
Teacher Resource Centre, Jos	1 week	
Anambra State Library Board, Enugu	3 months - long vacation	annual

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STAFF DEVELOPMENT - FORMAL AND INFORMAL METHODS OF RECRUITMENT

by

Hudwell Mwacalimba (Dr.)
ACTING CHIEF LIBRARIAN
UNVERSITY OF ZAMBIA

Every Library must recognize the fact that it has to encourage its staff to improve their knowledge and skills so that they can continue to perform their tasks better and hence, enable the Library to meet its ever changing needs. This is done through staff development. The three types of staff development structures are discussed and the similarities and differences analysed. Determination of training-solvable needs is the major key to a Library's ability to identify persons who should be recruited as learners and resource persons in any staff development venture. Different methods of recruiting such people are discussed.

The terms Staff Development, Continuing Education, Human Resource Development, Professional Development, and such other nice sounding concepts are often used interchangeably as if they mean the same thing. The picture may become even more confused and, indeed, more confusing to those who are not initiated in semantic jargon when concepts like Training, Education and Development are introduced.

There is no shortage of definitions for each of these concepts among those who profess to be experts in that area of human endeavor that aims at releasing, within an organization, the human potential that enables the organization to fulfill its changing responsibilities by enabling its employees to perform their tasks better.[1] I claim no expertise in any of

the areas I have listed above. For this reason, therefore, I will not venture to expose my ignorance by trying to masquerade as an expert who can define, with precision, any of the terms listed. That is not may task after all!

Definition

To the extent that I am required to discuss the Methods of Recruitment for the formal and informal staff development efforts, however, I feel compelled to give an operational definition of the concept "Staff Development". But since I am no expert even in this area, either, the best I can do is to recite what one of the experts has already said about it. Conroy has defined staff development as "a purposive effort intended to strengthen the Library's capability to fulfill its mission effectively and efficiently by encouraging and providing for the growth of its human resources."[2] If this were all there was to my task, then I would have sat down; but that is not the case because we still have to distinguish between "formal" and "informal" structures of staff development.

There are basically three types of structures of staff development in organizations. These are the "Informal", the "Non Formal" and the "Formal".[3] It is necessary to discuss each structure because even though they are all aimed at updating the knowledge and skills of employees in order that they may improve their work performance, each structure has its own mode of operation and hence the methods of recruiting those who are to administer the programme as resource persons and those who are to benefit as learners from each structure, are indeed, different to some extent.

Informal Staff Development

The Informal method of staff development is an unstructured means of self-development by which an individual employee recognizes his own performance deficiency and engages in a self-directed effort aimed at acquiring new knowledge, new skills, new attitudes and desirable behaviour.

A person who wishes to engage in Informal self-improvement should have the desire to learn how to learn by mastering such learning skills as reading, study methods, formulation of learning objectives and utilization of available resources such as library materials. He may broaden his knowledge by participating in conferences, seminars, and workshops through which he may be exposed to and hence, learn from, new ideas. No person who lacks personal initiative, curiosity, ability to identify his shortcomings and the determination to exercise self-discipline can benefit from Informal staff development. Informal structure can give rise to formal ones.

Nonformal Staff Development

While the Informal structure focuses on that learning which is individual centered, the Nonformal staff development method places emphasis on group activities that are designed in such a way as to provide the desired learning to those who participate in such activities. This type of structure operates best in situations where the participants bring different job experiences to their common job, are keen to share such experiences, and are prepared to practice their newly acquired methods, skills, procedures and new knowledge.

Interaction and communication are the major distinguishing features of Nonformal education. Employees in an organization may participate in regularly scheduled staff seminars at which issues of concern to the organization are discussed with a view to finding solutions to the problems identified.

In a Library setting, such interactive seminars could be arranged for different departments or divisions. Individual participants would thus learn from each other through the peer learning that the seminars are designed to promote. Unstructured as this type of learning is there is no grading done to determine whether individuals have 'learned' what the seminars are intended to impart on them.

Even though psychomotor skills are not generally meant to be learned in Nonformal staff development structures, it is not unusual for some participants to learn new skills by watching and emulating the behaviours of other participants. As in the case of Informal structures, the Nonformal learning can provide the basis for the formal staff development efforts.

Formal Staff Development

The Formal staff development scheme is, unlike the other two just discussed above, structured, systematic and is designed in such a way that it has predetermined standardized content means of delivery (presentation) and evaluation. The delivery is in form of courses and the Nonformal structures, the content of the programme is normally adjusted to the needs of individual participants. The Formal structure, on the other hand, requires that participants do master specific and

clearly predefined course content from which they are expected to grasp the desired knowledge and skills relevant to their work environments.

The Formal structure, in essence, must be conceived only after the programme objectives have been defined in behavioural terms. That is, the course objectives should be defined or stated in such a way that after the participants have gone through the course, they should be able to perform tasks that they were not able to perform before they took the course.

It must be noted, however, that while the aim of a structured staff development effort is to equip the participants with the specific knowledge and/or skills that they can apply to their work situations, whether this actually happens cannot be guaranteed. Imparting new knowledge and skills is one thing. Applying such newly acquired knowledge and skills to one's work is quite another. This is a function, among other things, of such factors as the relevance of the course content to the skills required by the learner's work area, the ability and willingness of the learner to apply his new knowledge and skills to his work area and the willingness, or otherwise, of the participant's supervisor to allow him (the learner) to apply his newly acquired new knowledge to his work-- and hence, re-enforce his learning experience. Some supervisors tend not to be empathic to their subordinates and, as a result of this, any change that an employee who has participated in a self-improvement venture may wish to bring to his employing organization is hampered by default.[5] In a Library setting where, for example, the Librarian is unwilling to allow a young graduate who has specialised in Library data processing to apply his knowledge to his work, the whole expense of having trained that young professional would be a wasteful and worthless effort

unless there are clearly identifiable constraints that militate against the adoption of new information handling methods.

The preceding discussion might lead one to conclude that Informal, Nonformal and Formal structures of staff development are mutually exclusive. On the contrary, and especially in a developing country setting, these three interrelated structures may be used within the same organization to varying degrees. The venn diagram in figure 1 illustrates the interrelationship that links the three structures.

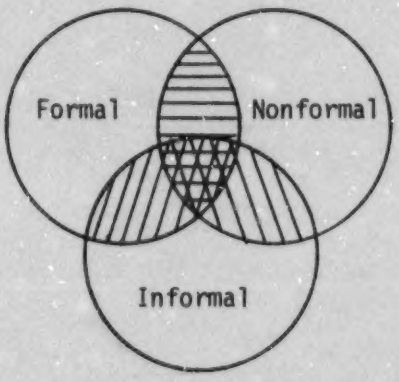

Figure 1 Relationship between Formal, Nonformal and Informal structures of staff development.

The particular type of staff development structure one Library chooses is not important so long as it suits the needs of the Library. The question of staff development needs brings me, naturally, to the discussion of the major component of this paper and that is what methods should be used in recruiting persons who are to be sent for further training (where the training is to be conducted away from one's Library). In the event of a Library designing and implementing its own in-house staff

development programme, some thought has to be given to the selection of those who are to conduct the training.

Methods of Recruitment

There is not a single Library that can boast of employing well qualified persons as would remain perpetually capable of performing their tasks efficiently throughout their entire working lifespans.

With the passage of time from the moment we graduate from school, we all tend to become less familiar with the new knowledge, techniques, or concepts of our occupation that have been developed since we acquired our educational experience because our knowledge, skills and concepts have become obsolescent or outdated.[5,6] Some of us have a hard time admitting this reality. But as Armer aptly points out, "individuals often become, over time, uneducated and, therefore, incompetent at a level at which they once performed quite adequately."[7]

Thus even the "most educated people" become "uneducated" over time. In any case we all know that because of such constraints as problems of time-tabling, non availability of the most up-to-date teaching materials, the inevitable subject biases of teachers, not even the best qualified teacher can teach his students everything that he would like the students to learn from his course--however excellently designed it may be. The teacher teaches only that which he/she considers to be the most essential, leaving gaps that should, hopefully, be filled by subsequent work practice.[8]

Here is where staff development, a means by which the Library can enable its human resources to upgrade their knowledge and skills pertinent to their work becomes an element of critical consideration. The choice of which persons should be encouraged to engage in staff development effort requires very careful handling. This is so because when a Library sponsors its employee, especially for a Formal staff development programme, that Library makes an investment in that person and should, therefore, expect a better return by way of improved work performance by the employee after his training.

The thing that plagues most administrators is their inability to identify employee performance problems that are training-solvable. There is a tendency, among most administrators, to attribute performance deficiencies to lack of proper training even when the under performance is due to other factors. This may lead to wrong people being sent for the training they do not actually need. As Gilbert has observed, "In the face of manpower problems, it sometimes seems that the urge to train is as basic as hunger and thirst. Whenever employees are not performing up to standard, it is often assumed that they could benefit from training, i.e., it is often assumed that they need further training even when there is no question about their competence."[9]

Employees should be selected for staff development only if they lack knowledge of how to do a particular task. This can best be accomplished by ensuring that the observed deficiency of performance is not a result of inadequate work experience (insufficient practice) or because one is not made aware of his performance deficiency (lack of feedback from colleagues or supervisors) so that he can improve his performance. A person who possesses or exhibits either or both of these shortcomings

is less likely to benefit from any further training.

Performance appraisal, when done regularly and consistently, can reveal inadequacies in the knowledge, skills and attitudinal orientations of Library employees. Such inadequacies would point to potential training-solvable needs and can thus be used as a basis for selecting employees for inclusion in the staff development programme.[10] Questionnaires and personal interviews could be used to discover training needs and these can then be used as a basis for selecting persons who should be sent out for further training in areas they indicate to be their own preference.[11] Quite naturally, the individual's perceived training needs can lead to his being selected for further training only if such individual's needs coincide with the needs of the Library or other employing organizations.[12]

Occasionally, persons may be selected on the basis of their seniority. This is particularly likely to be the case where an organization has introduced or intends to introduce new modes of performing specific tasks--hence the need for the 'old guys' to undergo some kind of crush training programme that would equip them with new skills demanded by the new operating modes. On the other hand, the opposite may apply whereby the newest employees may be given priority over the older staff using the notion "Last in, most useful." Those who advocate this method of recruitment take the view that new and potentially useful employees should be sent out for further appropriate training by the organization before they are "contaminated" by some 'bad, old guys'.

I am not personally sure as to whether this view is correct. What is certain, however, is that a Library should send to a staff development programme, particularly the formal type, only those employees who have the potential to grasp, and benefit from, the knowledge and/or skills that are to be imparted to the course participants. It would be unhelpful, for example, for a Library to send unsuitable employees without the appropriate background, to a short course in computer based information retrieval because they may not gain anything useful from such a course. What this means is that no Library should engage in any staff development effort (whether this is in-house or externally organized) unless it can reap some tangible benefits from it.

A Library that is committed to the improvement of the knowledge and skills of its employees does not entirely have to rely on externally organized staff development programmes. Naturally, external self-improvement programmes have their own advantages. They are, for example, often well organized because there are qualified persons to design and conduct the courses, there are better facilities that promote learning and the participants who engage in such programmes usually benefit from personal contacts with fellow professionals from different backgrounds.

External staff development programmes may, however, not be within reach of every Library. It may be too expensive for a Library to sponsor many employees to such programmes; there may be some difficulty in determining the relevance of the courses offered to the needs of the sponsoring Library. Further, employees who participate in such programmes may not be able to transfer to their jobs, what they learned in a totally different environment using concepts that are unfamiliar and inapplicable to their home situations.

Because of these and other constraints, a Library may wish to design its own in-house staff development programme. Where this course of action is chosen,

a Library should be able to recruit suitable persons either from outside or from among its own staff. The persons who are recruited as staff development teachers or (using the more appropriate label) facilitators of learning should be able to recognize the fact that adult learners cannot be treated like school children who come to class and look to the teacher as the sole source of the knowledge that is to be acquired.[13]

Adult learners bring to their learning environments, a variety of work experiences which facilitate their understanding and selective absorption of what they are taught. More often than not, they are interested in acquiring skills that they can apply to their work rather then accumulating knowledge for later application (as is the case with the school children) or for knowledge's sake. The role of the teacher in this respect is to act as the resource person who facilitates learning among his "pupils". An adult educator who behaves as if he is a school master can rarely ensure the success of a human resource development programme because adults resent being treated like school children--a stage most of them have long passed. A school masterish style of teaching may hinder instead of promoting learning.

Other criteria for recruiting persons as staff development resource persons are: possession of knowledge of what to teach; ability to design and present learning modules that are geared towards accomplishing functional literacy; ability to inculcate self-critical attitudes into the minds of the learners; temperamental and intellectual posture and adaptability.[14]

In conclusion, any Library that contemplates engaging in a staff development effort should be able to select very carefully those who are to learn from the programme and those who are to do the programme delivery as teachers or resource persons.

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MANPOWER PLANNING - MATCHING INPUTS, OUTPUTS AND REQUIREMENTS

by

O.N. MOHAMEDALI, Head of the Department of Library Studies

University of Zambia, Lusaka, Zambia

Manpower Planning - Matching Inputs, Outputs and Requirements. Paper presented at the Pre-Session Seminar of the IFLA 1984 General Conference.

O.N. Mohamedali*

INTRODUCTION

There are repeated calls from the governments of developing countries to strive for self-sufficiency in manpower production. Needless to say that this objective is not easy to achieve without proper manpower planning. Indeed, criticisms have often been made about existing manpower situation in developing countries. It is said that one certain thing about our skilled manpower situation is that it is highly uncertain; and that there is no precise information on the quality and quantity of manpower already in existence. Also, it is said that there is a serious lack of the trained personnel in the right proportions needed at various levels in order to provide a satisfactory infrastructure.[1] Obviously, the professional librarians have reacted to these criticisms as evidenced by the recommendations they have made on the subject at many an international and national seminars and conferences on librarianship. These recommendations urge the developing countries to undertake comprehensive manpower surveys in order to identify their existing trained library manpower situation and to determine effectively their present and future manpower requirements.[2] An attempt is made in this paper to follow-up these recommendations by suggesting methods which can contribute to proper evaluation of the existing manpower situation and its planned development and utilisation particularly at the grassroots level.

The grassroots level is emphasised here because of its important contribution to agricultural, industrial and commercial developments

*The author is Head of the Department of Library Studies in the University of Zambia, Lusaka.

which indeed are the areas of great economic importance and which directly provide food, employment and livelihood for the people of developing countries. The people concerned with these activities mostly live in rural areas or in the periphery of urban areas where libraries and information services are meagre if not non-existent. It is high time therefore that an efficient library service with adequately trained personnel is planned and developed for these people who really sustain the economy of a developing country by producing crops and goods needed both for export and local consumption.

MATCHING INPUTS, OUTPUTS AND REQUIREMENTS

Matching inputs, outputs and requirements simply means matching the supply of people to the jobs available. Producing manpower for jobs which require training is evidently the responsibility of library schools. Their educational programmes should be related to the anticipated job requirements. This objective can best be achieved if people responsible for education have an estimate not only of the number of staff needed but of the skill and occupational structure of the information agencies in which they work. This necessitates both the information agencies and the library schools to ensure that the skills for which the training is provided are the ones that are needed. In other words the inputs and outputs of a library school must correspond to the requirements in terms of the quality and quantity of trained library personnel needed in the libraries.

To achieve a balance between inputs, outputs and requirements, the library schools need close cooperation from employers of the librarians, from all information agencies and indeed from the Government which

financially supports many of the information agencies. Proper manpower planning calls for an integrated effort by all of them. It is therefore hereby proposed that a National Planning Team for Library Manpower be established consisting of high level representation from the Government, employers of librarians, library schools, information agencies and indeed from any institution or organisation such as library association or publishers association which are linked with the development of library services in the country.

NATIONAL LIBRARY MANPOWER SURVEY (census)

The criticism made of the inexact information about manpower situation was noted earlier. The terms of reference of the proposed Manpower Planning Team should therefore include rectification of this situation as a matter of highest priority. The planning team should undertake a survey of manpower in libraries and library schools and in the country as a whole; and in addition to investigating the existing total stock of trained library personnel and the total number of posts for qualified library personnel, the objectives of the survey should also be to:

1. Analyse, review and attempt to predict the numbers, by kind, of the manpower needed by a particular information agency to achieve its objectives;

2. Attempt to predict what action is and will be necessary to ensure that the manpower needed is available when required;

3. Design the interaction between 1 and 2 so that the skills are utilized to the best possible advantage and the legitimate aspiration of the individual are taken into account.

In order to achieve the above objectives, questionnaires have to be designed and interviews to be arranged to solicit as much information

as possible. A suggestion is here made on the data that needs to be collected for the purpose:

A. Information Agencies

1. The total number of information agencies in the country
2. The hierarchical structure of staff in each agency
3. Qualification required of staff for placement at each level of the hierarchy
4. The number of established posts at each level of the hierarchy
5. The number of posts filled at each level of the hierarchy
6. The number of posts vacant at each level of the hierarchy
7. The number of expatriate occupying positions at each level of the hierarchy
8. The number of citizens occupying positions at each level of the hierarchy
9. The number of qualified persons occupying posts designed for qualified persons
10. The number of unqualified persons occupying posts designed for qualified persons.
11. Sources of manpower form both at home and abroad
12. Categories of personnel recruited locally
13. Categories of personnel recruited from abroad
14. Future plans of the agency - An increase or decrease in the established posts envisaged at each level of the hierarchy
15. Recruits in training
16. Future plans on training of staff
17. Mobility of staff due to:
    a) Retirement
    b) Resignation
    c) Transfers
    d) Promotion

e) Secondment

f) Re-entrants

g) Deaths

h) Any other

18. Research activities of members of staff

B. Library Schools

1. A list of all types of training institutions currently engaged in the production of information manpower
2. A list of all types of training programmes in them
3. Levels of training provided
4. A list of awards granted
5. Admission requirements for various awards
6. Research activities of the training association

C. Library Associations

1. Total membership of the library association
2. Categories of membership
3. Admission requirements for the various categories
4. Activities of the library association

The data obtained from the survey above will give an indication of the existing stock of staff. It will also be possible to estimate the number of trained personnel needed in future. However, the results obtained from this survey can be no more than tentative because of so many assumptions made about the economic and educational conditions in a country. For example, it is assumed that the economy of a country is stable and the country has a library school and sufficient recruits of the right calibre and with adequate educational qualifications for inputs into the library school. It is also assumed that librarians

once they have completed their studies will return to employment in libraries. The information about age, sex, date of entry, whether employed on part-time or full-time is not included. However, despite these shortcomings, the survey should provide a reasonably accurate data concerning the total number in different categories of employment and the number of librarians required at various levels. It can also predict the desirable level of intake into library school courses of all kinds.

The results of the survey should also enable the Planning Team to compile a National Register of Library Manpower. The Register should contain information about the existing stock of qualified library personnel at all levels, the type of occupation in which they are engaged and any research or other similar important activity in which they are engaged. With the help of such a register the Planning Team may be able to analyse the utilisation, quality and distribution of available manpower resources and develop policies for a balanced output and further training of critically needed manpower.

PERSONNEL REQUIRED TO DELIVER SERVICES TO MEET IDENTIFIED NEEDS

Once the future requirements of trained personnel are known, a national information policy needs to be formulated to guide the establishment of a national information plan. The development of national information education should be seen in the light of the overall planning of national information systems, i.e., a broad based programme which will provide a balanced manpower resource for the nation-wide development of information systems and services. The national information plan will list the various categories of trained personnel needed and

the requirements of educational qualifications and training for each category. In this regard a great deal of work has to be done. There is, however, some research done on the subject which can guide the planners of information services and information education. For example, the findings of the Working Group III at the Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures, which met in Paris in 1974 identified three categories of personnel needed for different types of information work.[3]

Category 1: Personnel responsible for research in design control and development of information systems;

Category 2: Personnel directly concerned with executing documentation, library and archives processes and functions;

Category 3: Personnel supporting the work of the 2 group, i.e., operational, executive and technological as well as administrative management and secretarial functions.

In a survey carried out in 1981 on the professional library manpower in Tanzania, category 1 above was identified to correspond with personnel employed as Senior Librarians, category 2 with Librarians and 3 with Assistant Librarians.[4] Schur and Saunders in an in depth study on the form and contents of education and training required for work in scientific and technological libraries and information departments, identified four categories of work and five types of courses (personnel) needed to meet the requirements of their four categories.[5] The categories of work they proposed were:

1. Production
2. Development (and design)
3. Applied Research
4. Background Research

and the types of courses:

1. Assistant (technician)
2. Non-graduate Professional
3. Graduate Professional Information Technologist
4. Advanced Professional

The category that we are concerned most with in this Seminar is the Grassroots level category; or the Assistant Librarians (as identified in the survey quoted above); or the Production Category (as identified by Schur and Saunders). The two types of courses needed to produce Production Category are (1) Assistant (technical) and (2) Non-graduate professional. Most African countries offer educational programmes at these two levels, i.e., (1) the Library Assistant's Certificate course and (2) the Diploma in Librarianship course. The significance of these two courses can perhaps be measured by the generous titles given to graduates of these courses, e.g., Para-professionals, Semi-professionals, Library Assistants, Library Media Technical Assistants, Assistant Librarians, Library Technicians, etc.[6] There is apparently no problem with this category in so far as their inputs and outputs are concerned. Candidates for admission to these courses are available in the market and the majority of them are sponsored by their employers. The candidates are expected to return to their jobs after successful completion of their studies. Even the minority who may not be sponsored are easily absorbed into the library market.

However, the problem arises when we try to match the inputs and outputs with the requirements of jobs they are expected to perform. The answer to this problem can perhaps be found in analysis and comparison

in depth of what is offered in library education with what practicing librarians need to know. Such analysis is also needed as a means of providing information for texts and curriculum guidance. Relations between performance on the job and library school training is one of the crucial problems needing a study. In the words of Lester Asheim:

> "What is needed here is a much more analytical look at the operation of a library, with a view to restructuring job descriptions, not by the old familiar job titles and traditional clusters of assignments, but rather by some new approach - perhaps based on the actual amount of background and training needed for each task."[7]

How well library education is currently meeting this need cannot be fairly or intelligently described until the need itself is defined. It is therefore recommended here that research be carried out into the utilisation of staff not only at the grassroots level but staff of different types and qualifications in libraries. The objectives of such as research may be summarised as follows:[8]

a. To create a methodology for the study of library staff utilisation based on existing job analysis techniques;

b. To produce models or formulae capable of widespread application in given situations and conditions;

c. To determine categories of information required (input data for the formulae mentioned in (b) above to enable accurate assessments to be made of the actual staffing position in a particular library system;

d. If feasible to recommend revised standards or provision for all types of library staff;

e. To attempt to estimate the trained manpower requirements of library system assuming the most effective utilisation of staff and to test the standard for general applicability.

In spite of the fact that the theme of the Seminar demands concentration on education at the grassroots level, the staff at all levels are included in the proposed research above because this seems

to be the logical and sensible approach if we are to avoid criticism in future that there has been too much concern for undergraduate level and too little on the university level. The library education experts are agreed on such an approach because they maintain that varying levels of manpower are required to provide the complement of full professional library/information service if both human and national resources are to be used effectively and competently.[9]

However, since our concern in this paper is particularly on the grassroots level, it is fair that manpower at this level should receive our immediate consideration. Efforts made to identify the information needs of people at this level by the University of Ghana Institute of Statistical and Economic Research are noted here. The Institute commissioned a study whose results were intended to provide new policy in library development:

> "The study will undertake a survey of users and non-users of the library services in rural settings and attempt to identify the kind of information used in everyday life, the source from which the information is obtained, how it is transmitted and how the Ghana Library Service could be adapted to meet their demands efficiently. It will also seek to find the part traditional library materials, books, periodicals and so on - play in the life of the rural community and establish the extent to which audio-visual media can be employed. It will focus attention on the whole question of illiteracy and levels of literacy and suggest ways in which the library can share the responsibility for meaningful information exchange."[10]

The study above can provide important information about the types of services needed. This information can be helpful to library schools in designing their curriculum to reflect the information needs of rural people. Perhaps the objectives of the study above should include specifically (rather than imply) the investigation of the role of oral

communication of information in the life of the rural community. In a society where literacy knowledge of the people is elementary and where there are not enough publications produced which these literates can understand, the dissemination of information cannot be effected effectively by the physical transfer of documents. The information transfer needs to be effected orally and a new breed of librarian has to be created for the purpose. In this regard the following suggestion was made:

> "The value of oral and personal transmission of knowledge has been noted as has the important role played by libraries in literacy campaigns and their continuing endeavour to spread their service points to rural areas. The combination of these two factors suggests that agricultural information may be effectively transmitted at the level of peasant cultivator by the library service itself. Our previous discussion has demonstrated the limited effectiveness of document distribution solely at this level. Active transmission of information requires what may be termed an oral intermediary. This class of person would form part of an agricultural advisory service, employed by the public library service, having a wide range of services."[11]

CONCLUSION

The process of manpower planning is still in a developing stage in many countries which suffer from the problems of inadequacy of funds, lack of qualified staff to sponsor, non-availability of (or lack of) knowledgeable persons to conduct human resources development activities.[12] In the absence of manpower planning, these countries suffer from imbalances and shortages of manpower, lack of libraries or requirements of grassroots libraries. These setbacks, however, should not be allowed to discourage or dissuade a country from investigating alternative means which can contribute to proper development and utilisation of manpower. Today the need for improved methods of disseminating

information is urgent and the link between effective utilisation of information and national development is incontestable. Progress in this area will depend in large measure upon proper manpower planning. The importance of this activity cannot be overemphasised. It is a task that needs to be well done and the initiative for the task has to come from the library community. Manpower planning required energy, time, money and above all commitment from those involved. Equally important is the ability to develop the necessary logistics for putting the plan into action. In this regard some sugggestions have been made in this paper. A proposal is made to establish a National Planning Team for Library Manpower with responsibility to undertake library manpower survey and to develop a national information policy based on the results of the survey. A recommendation to undertake research is made to ensure that training suitable to job requirements is provided. It is hoped that the little that has been said on the subject will provide useful material for discussion in the Seminar.

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PRE-SESSION SEMINAR NAIROBI 13-18 AUGUST 1984 105 Presession-10-E
EDUCATION FOR LIBRARIANSHIP ON THE GRASSROOTS LEVEL

SEMINAIRE PRESESSION, NAIROBI, 13-18 AOUT 1984
DEVELOPPEMENT DU PERSONNEL DES SERVICES DE BIBLIOTHEQUES SUR LE TERRAIN; ENSEIGNEMENT BIBLIOTHECONOMIQUE SUR LE TERRAIN

THE LABOUR MARKET- WHAT LEVEL OF SKILLS ARE AVAILABLE

By

Rodrick S. MABOMBA

Director, Malawi National
Library Service

EDUCATION FOR LIBRARIANSHIP ON THE GRASS ROOTS LEVEL: PERSONNEL REQUIRED TO DELIVER SERVICES TO MEET IDENTIFIED NEEDS: THE LABOUR MARKET - WHAT LEVEL OF SKILLS ARE AVAILABLE.

By

Rodrick S. Mabomba*

INTRODUCTION AND SCOPE

When I was indicating areas in which my ability and expertise could enable me to contribute a reasonable paper for presenting to a distinguished gathering that I am facing today, I found the field of choice was rather limited and the subject of this paper was the last in my preferences. Nevertheless, I had to earn a return ticket to Nairobi and my stay at the Jacaranda Hotel for the duration of the IFLA General Conference, and this gave me sufficient incentive to gather and put down something on paper.

I interpreted my task as being to survey what relevant skills are available, in this sub region, among personnel in those libraries which are expected to offer services which are needed at the grass roots level. Our labour market is being defined as those persons working in libraries, trained at various levels for their work. (There may be other persons working in other fields who possess skills which could appropriately be applied in library services at the grass roots level.) To carry out this task, I found it inevitable to digress into areas which were scheduled for coverage by one or two other speakers during the Pre-Conference Seminar. I feel it is necessary, for example, to clarify in our minds as to what we mean by services at the grass roots level, identify the nature of people in our target population, their information needs, how they can be served very effectively, and isolate

any skills judged necessary for operating services to such people, before we are in a position to declare whether or not any such skills are at all available. I also found it necessary to look into how such skills may be acquired, and that if appropriate means of acquiring the skills exist, it may be safe to arrive at positive conclusions.

THE TARGET POPULATION: ITS CULTURAL, SOCIAL AND ECONOMIC ENVIRONMENT

Webster's Third New International Dictionary defines 'grass roots' as 'the farming and rural districts of a country, as distinguished from the industrial and urban; the people of these districts when constituting or acting as a fundamental politico-economic group and a source of independent popular opinion'. It should be noted that well to do farming and rural communities in the developed world are not my concern in this paper but those in the Third world, with particular reference to this sub region of Africa.

While considering rural, farming communities, we should also consider those urban slum communities whose living conditions are the same (if not worse) as those of rural communities. There are a number of features characteristic of these communities:

(a) In many countries the majority of the population are those at the 'grass roots' level'. More people live in rural areas than in urban centres.

(b) Poverty, ignorance and disease are rampant.

(c) Preoccupation with, or an almost total devotion to those activities aimed at achieving basic needs in life: food, clothing and shelter. In times of drought and famine, food hunting becomes the overriding preoccupation.

(d) Illiteracy: the majority of the illiterate sections of the population in each country of this sub region are in the rural areas. The rates of illiteracy are very high in most of the countries[1]:

Country	Estimated Illiteracy rate (1980)
Botswana	60%
Ethiopia	65%
Kenya	50%
Lesotho	31%
Malawi	67%
Mozambique	72.5%
Tanzania	27%
Uganda	52.1%
Zambia	31%
Zimbabwe	29.2%

(e) Poor road and telecommunication facilities and lack of electricity and fuel.

(f) Use of traditional methods of communication (oral) still predominant, and the book, newspaper or magazine are foreign.

(g) Multiplicity of tribal languages, in which the people themselves are not literate.

(h) In many countries agriculture is the backbone of the economy. It is the rural communities who form the labour force or are engaged in agricultural production.

These features will determine the type of information the rural communities need and how best it can be communicated to them, and hence, dictate the pattern of skills requisite for operating library services to them.

READING AND INFORMATION NEEDS

Man, whether illiterate or not, requires information at work or at home, and in the rural communities, he will always develop his own 'oral information system'. Any additional information outside that system

shall be acceptable if its application leads to improvement in various facets of his life, or to a better understanding of political and social issues affecting him. For agricultural economic development programmes to succeed in the Third world, governments have had to almost force-feed appropriate information in assimilable orcomprehensible dosages, to the grass roots communication in a form of health and agricultural extension services.

Reading presupposes a certain standard of literacy in the reader and where the target population is basically illiterate, the author must contribute by developing methods of information transfer to improve the literacy level while at the same time playing a key role in national ventures aimed at eradicating illiteracy.

There are a number of motives behind any reading activity.

Gray and Rodgers enumerated the following:

a. As a ritual, or from force of habit.

b. From a sense of duty.

c. Merely to fill in or kill time.

d. To know and understand current happenings.

e. For immediate personal satisfaction or value.

f. To meet practical demands of daily living.

g. To further avocational interests.

h. To carry on and promote professional or vocational interests.

i. To meet personal-social demands.

j. To meet socio-civic needs and demands (good citizenship).

k. For self-development or improvement, including extension of cultural background.

l. To satisfy strictly intellectual demands.

m. To satisfy spiritual needs.

It would seem that only motives f to k may be applicable in typical rural communities. The following table illustrates reading preference by new literates in three Ujamaa Village Libraries in Tanzania reports by Baregu:

Subject	Village			Total	Percentage
		Nyang'hanga	Benjamin	Kilolehi	
1. Politics	66	10	59	135	16
2. Agriculture	66	4	47	117	13
3. Fiction	57	14	26	97	11
4. Economy	48	2	38	88	10
5. Religion	43	4	40	87	10
6. Hygiene & nutrition	45	3	31	79	9
7. General knowledge	46	1	27	74	9
8. African History	41	1	26	71	8
9. Technology	39	0	18	57	7
10. Children & home craft	25	6	25	56	7
TOTAL	476	48	337	861	100

It can be assumed that information requirements in that environment could follow a similar subject pattern.

HOW CAN THE SERVICES BE OPERATED

A brief reflection on the environment in the rural areas will easily convince us that the materials, methods and skills which may have been developed for use in our university, special, school , national, and even our popular modern public library services, will largely not be suitable for operating services at the grass roots level. Of course some of the skills may be adaptable for serving predominantly illiterate communities.

National efforts aimed at making rural communities literate are crucial to the creation and development, to a certain extent, of a reading public. Libraries, in the traditional sense, acquire, organize, store and make available for use reading materials of all kinds. Librarians who wish to serve rural areas must therefore participate in the creation of their 'clientele', and provide services geared at maintaining literacy among the new literates.

While actively engaged in executing or supporting functional literacy programmes, the librarians expected to operate in the rural areas will have to integrate their traditional services with those of literacy campaigns, agricultural and health extension services, community and social services. The materials, equipment and methods used and proved effective by the literacy worker, the rural health extension worker, the agricultural extension worker and the social/community worker may have to be adopted by the librarian.

P.H. Sewell has stressed "It is only when library staff approach, with a good deal of informed sympathy and understanding, the various community development and service agencies which operate in both rural and urban areas and seek to establish ways in which the library service can further their aims, that the library service will in fact become what it often claims to be - a vital supporting service in national development" 9.

Armed with an extensive 'political, psychological and cultural orientation' of his target population, its desired goals for socio-economic advancement and a good knowledge of its languages, the librarian (or shall we call him the bare-foot information specialist) will have to extract relevant information from any available material received from all over the world, translate/modify/simplify it for his target population, and disseminate it to the population in usable forms. This sounds as a form of selective dissemination of information, whereby the selection of information will be dictated by the requirements of, not an individual, or small group of persons, but by the requirements of whole communities : dissemination of selected information.

When we talk about S D I services in other (more fortunate) environments, our clientele can read and extract the information they require from various sources, but they have no time. At the grass roots level, the principles behind S D I services will be applicable. Not only will the clientele have no time to read : they may not be interested and they may be unable to read. Having collected the relevant information, the librarian must solve the problem of communicating that information, a problem which is not faced by his counterpart in sophisticated, literate environments.

Ideal library services to rural communities shall include:

a. Dissemination of selected, relevant information to the communities using methods which literacy is not a prerequisite among the targetted recipients, eg audio visual and mass communication methods. This has to be done in constant liaison with agricultural, health and social extension services. The library services will act as rural 'Citizens Advice Bureaux'.

b. Establishment of lending services for such materials as books, charts, cassettes, etc. from service points, mobile libraries, book boxes, postal lending. This presupposes availability of materials suitable for the comprehension capability and needs of the community. Unfortunately such materials are either few or not available. Filling our library shelves, mobile libraries and book boxes with Shakespeare or Dickens, Samuelson or Lipsey, Chase or Christie will certainly be a waste of time, if not an insult to the illiterate communities. Consequently the librarian will have to play a role in the writing, recording and production of materials for his library services.

c. Practical involvement in adult education and literacy projects.

ACQUISITION OF SKILLS

I indicated that our environment, the cultural/social/economic conditions and the materials and methods to be used in operating library services will determine the nature of skills which have to be available among personnel constituting our labour market. How are those skills acquired, and where would they be acquired?

To put it in nonpsychological terms, any level of skill may be acquired through training or through experience. This means that the institutions which offer training in librarianship, whether at Certificate, Diploma, Bachellor's, Master's or Doctorate levels, will impart some skills in their trainees; in addition, librarians working in library systems which operate services at the grass roots level will certainly acquire useful skills.

Training Facilities :

Are there training facilities which will impart relevant skills for the operation of services at the grass roots level? The location of the major training institutions and/or an examination of their syllabuses will lead us to a firm negative reply. Training programmes often develop to cater for identified needs in the societies in which the programmes are developed. Such needs will obviously vary from society to society. They are a response to local manpower requirements, and they will be geared at 'transmiting such knowledge and skills that are expected subsequently to be useful in the work lives of the trainees'. The implications here are that training programmes developed in Europe or America will certainly not impart skills which will directly be useful for the librarian in the African rural environment.

Similarly, importing library training programmes from Europe and America, which mostly do not respond to the needs of the librarian serving uneducated rural communities, and adopting them in Africa is just a shortcut to mass production of manpower for the Euro-American type of libraries, the sort of librarians which we see today in our local stereotyped academic, special, national, school and public library services. A close look at the syllabuses of most of the library training institutions in the Third world shows an amazing lack of consideration for the needs of the librarian who will face our rural communities.

A typical syllabus will include the following:

History and social background of Libraries, The Library in society
Planning, organisation and administration of Libraries;
Selection and acquisition of library materials
Cataloguing, theory and practical;
Classification, theory and practical;
Nonbook media, Audio Visual aids
Control, preservation, repairs and binding of documents,
Readers Services, Public relations;
Bibliography and reference work.
Indexing, abstracting services
Role of the computer in library and information services
Specialist Studies:

Academic, University Libraries;
National Libraries
Public Libraries
Special Libraries
School & Children's libraries
Archives & Records management

Without allowing for developments which I may not have come across in y rather narrow searches, the pattern in Schools or Departments of Library Studies in Ethiopia, Sudan, Uganda, Zambia, Botswana, Ghana and Nigeria is almost similar, with some of them excluding Archival Studies. The consequencies are obvious : graduates from both foreign nd local training institutions are foreign and urban oriented, and th y will have to identify the adapt some of their skills which they requir o operate library services ideal to the rural communities. Wallenius ommented on the problem "The type of work suggested calls for a kind f librarian who is not produced by the present library training" 8

he picture is not entirely dark as it seems the problem has been eceiving attention in scattered environments. When the Government f India introduced a Twenty Point Programme in July, 1975, Mysore niversity embarked on a rural development programme, adopting 100 illages for active developmental work, and urged its academic epartments to reflect these concerns in their curricula. The epartment of Library Studies introduced 'Rural Library Service' in s new curriculum in 1976/77 at Bachellor and Masters levels.

menting on this, K.S. Umapathy wrote : " A course like 'Rural rary Service' reflects the present national concern for rural velopment and for the first time provides an opportunity to think at kind of services can be provided in rural India where illiteracy as high as 80%". It may be assumed that graduates who had opted such a course are bound to have been exposed to relevant skills how to develop such skills.

mething is also cooking up in Zimbabwe. They are establishing a tional Library and Documentation Service under which in the rural eas 'the planning of libraries would form part of an intergrated proach to social and economic development; the library would be cluded in a multipurpose Culture House which would also accommodate useum, crafts centre community hall and provide a meeting place r communal activities'.

order to develop manpower to run the Culture Houses, a four year loma course has been planned consisting of a number of Units which er areas such as the Use of books and information, Library materi orary and information service processes, Cultural animation, Manage t library and information services. Of interest is a Unit of specia ions which will include academic, public and special libraries ups. including Culture Houses and Needs of new literates.

is envisaged that 'graduates should be capable of professional wo any type of library or information services and of administering lture house with a staff of four'.

the United Kingdom, it seems that some of the Library Schools do ch on this problem. I noted that in the M. Lib Composite Study ogramme offered at the College of Librarianship Wales, there is a urse on Community Information Services. This Course, according to e College's handbook on Higher degree studies, "studies services ch offer information and advice to assist individuals and groups dea ing with problems of daily living and to improve participation the democratic process. (The Course) analyses the present and ure role of libraries in both urban and rural environments. ticular attention is paid to the U.K. and the U.S.A. but the stud services in other countries is encouraged". One wonders to what tent such encouragement is given, even though that College is wn to possess a few lecturers who worked in developing countries.

uisition Through Experience

is believed that skills are best learned on the job, relevant ervice training or attachments. There is no better way of uiring a skill than actual practising. The skills acquired in s way, however, will be limited to only those involving the ineer's job. If you are recruited as a Library Technician in a al Branch Library with the operation of a mobile film unit as main job, you will acquire such skills as handling and operating fil projector, editing, splicing, or repairing films.

employees of an institution will acquire skills in the various ivities or operations of the institution. Those library authoriti rating services at the grass roots level will have staff on thei ablishment with relevant skills. However, the library authorities de elop skills among their staff to suit their own needs. They not training institutions, and the skills will exist in the titution only. Such existence cannot reasonably be generalised ess large sacale staff exchange programmes at local and ernational levels were encouraged and developed.

aware of the roles played by the Tanzania Library Service and Jamaica Library Service in pioneering much coveted rural rary service schemes. In Mali they have been developing sound rari s, where extensive use of recorded cassettes (and not ited literature) is made.

e may be a few others. Literacy programmes and rural library rices have been intergrated in a way which ensures that the get population take them to be one service created for their ernment. In Tanzania, backed by a 1975 Act of Parliament which ulates that 'the Board will have functions not only in relation library services but also in relation to documentation servic s, nin of librarians, control and supervision of their libraries, oti n of literacy campaigns, stimulation of interest in Tanzania rat re promotion and development of indigenous literature and r allied functions in relation to libraries and literature'. He will find foundations of library services at the grass roots lev rices in the villages. Some of our colleagues there have dev lo ls in the operation of such services.

OTHER FACTORS

Availability of appropriate skills will also be affected by general manpower problems which many Third world countries face. National manpower development priorities may not rank the library / information sector highly. The sector may be unable to attract personnel of the right calibre and adequate delication to serving the rural communities. Those who may have been trained (locally or overseas) may not be willing to work in the rural areas.

THE LABOUR MARKET - WHAT LEVEL OF SKILLS ARE AVAILABLE

Since our existing labour market is comprised of those persons working in library an information services in the region (or those made redundant from employment!) the level of skills available may be acquired through the existing training facilities local or foreign - and through experience on their jobs.

1. Managerial Skills

   It could safely be assumed that the skills acquired through management courses in library schools, and those acquired by our experienced heads of various types of libraries and library departments can be useful in the planning and organisation of library services at the grass roots level. The most appropriate skills are those acquired by management in the few institutions which operate some services at the grass roots level.

2. Technical Skills

   a. Selection of materials for acquisition:

      There aren't a lot of relevant materials to select from; skills exist in the selection and acquisition of materials for the sophisticated type of libraries; our present university, public, national and special libraries. Such skills develop better with a good knowledge of the needs and the socio-cultural-economic environment in which the materials will be used.

b. Information gathering, translating simplifying and dissemination:

Though information gathering skills exist which can be adaptable for services at the grass roots level, we have yet to develop translating and repackaging skills. Collecting relevant information is one thing but putting it in a usable form for our target population is another requiring special skills.

c. Organising materials and creating records for them:

Since we must operate multimedia services, we will require some simple means of cataloguing, classifying, storing and retrieving all types of materials. Skills exist in this field. At the grass roots level, these will purely be the librarian's domestic gadgetry tc facilitate speedy access to, and retrieval of materials, in any form, containing required information.

d. Operation of equipment:

It is amazing to find that many librarians are unfamiliar with the operation of simple equipment such as the film, slide or overhead projector. Outdoor good quality tape recording of speech and music is also a requisite skill, as are photography and drawing.

These skills exist among few persons among our labour market.

3. Teaching Skills

A fair amount of instruction and teaching of adults/illiterates will be involved. Skills in handling and dealing with adults, in a way that captivates their attention and interest, are necessary. Such skills exist among extension workers in various fields but have yet to be developed from the librarian's point of view.

Related to this are oratory skills and linguistic skills.

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PRE-SESSION SEMINAR NAIROBI 13-18 AUGUST 1984
EDUCATION FOR LIBRARIANSHIP ON THE GRASSROOTS LEVEL

R.J. KUKUBO
University Archivist, Roma, Lesotho

SEMINAIRE PRESESSION, NAIROBI, 13-18 AOUT 1984
DEVELOPPEMENT DU PERSONNEL DES SERVICES DE BIBLIOTHEQUES SUR LE TERRAIN; ENSEIGNEMENT BIBLIOTHECONOMIQUE SUR LE TERRAIN

SERVING THE RURAL COMMUNITIES: THE ROLE OF BRANCH/AREA LIBRARIES IN THE ORGANISATION AND PRESERVATION OF LOCAL RECORDS AND ARCHIVES

INTRODUCTION

When assessing primary needs of a country's information sector the most pragamatic approach is to address ourselves to the country's National Development Plans. These Plans usually encapsule government policy on overall national development strategies. With regard to a national information policy, Lamberton has clearly demonstrated that such a policy must aim at the practical application of the concept in the socio-economic perspective that will enable efficiency in the improved information flows to the decision-making centres. Although Lamberton does not define what is meant by "decision-making centres", in our view these centres do not necessarily reside where policy is made. Lamberton further asserts that "The essence of such a policy emerges as a problem of resource allocation to achieve national objectives.... Clearly, national information policy decisions must be coordinated with a very wide range of other policy actions; further, equally clearly, information is a precondition for identifying objectives."[1] In the actual implementation of a national information policy, Lamberton concedes that "Rights in the use of information can give rise to conflicts of interest, the resolution of which must be a policy objective."[2]

The modalities for execution of government policy is, to some extent,

letermined by what economic planners conceive as national priorities. The so-called priorities as based on dynamic "international standards" which usually yield unworkable models; particularly in the rural areas where the majority of our people, predominately illiterate, lives. This is clearly a conflict of interests, which would partly explain why several years after independence most countries in Africa still operate on plans as originally conceived by colonical economic planners. Our governments operate on recycled high-sounding economic ideals.

f what Lamberton states, i.e. that "information policy decisions must be coordinated ith a very wide range of other policy actions" and that "... information is precondition for identifying objectives", it clearly emerges from available literature that our governments have not made proper use of information. We all now that among our planners are people who are "information illiterate". In he case of Kenya, for example, this apathy was identified by the then Kenya's inister for Finance and Economic Planning (now Kenya's Vice President) on. Mwai Kibaki thus:-

> "The greatest problem in public institutions is the fact that people who leave Universities and are employed by Government or state cooperations and the private sector, make up their minds that they have had enough education. You meet that same brilliant student five years later, and he has gone back to becoming quite illiterate in the science in which he got distinction as a graduate - a very serious handicap indicating apathy towards development ...."[1]

n his article "Property Rights and Information", Gene Wunderlich has demonstrated he colleration between property as information and information as property. underlich explains that information may be contained and governed by rules of roperty. At the same time, property can also be viewed as information. In his context, Wunderlich concedes that "Information, to be called property .... ust be valuable. To be valuable information must be scarce and useful, say, in

reducing uncertainty. Other qualities of information as property should include negotiability and transferability. Indeed, if information were not transferable, it could not sensibly be called information."[4] He goes on to state:

> The necessary qualities for an object to be property- scarcity and negotiability - are found in many forms of information. Information serves understanding and decision making and, hence is valuable. Information for understanding, enlightenment, self-realisation or play is consumed by individuals purely as an end in itself. Information is also valuable for decision making in the economic process of production, marketing and distribution. Information substitutes for time and material.[5]

That information is a scarce commodity which is vital for rural planning and development is a point with which all of us here are familiar. However, information for rural transformation like any other scarce commodity, demands some measure of quantitative as well as qualitative inputs. Production, dissemination and ultimate utilization of information require time, energy, materials, storage, distribution, management and control.

In most African countries economic planners tend to prioritarize national development in accordance with international standards. One crucial point which is often overlooked is that any satisfactory pattern of rural development, must involve simultaneous interaction of all the set national development objectives. Such objectives, needless to say, include information. In practice these priorities tend not only to be inconsistent inter se but at times they are manifestly irreconcilable with national development strategies. Contradictory policy statements result in the relegation of vital sectors of national economy, such as information, to the peripheral fringes of perpetual neglect.

In this paper, we seek to demonstrate that in serving rural communities, particular attention must be paid to the role area or branch libraries can play in the organisation and preservation of local records and archives essential for rural transformation.

WHAT IS A RURAL COMMUNITY?

In July 1979, the World Conference on Agrarian Reform and Rural Development held in Rome, Italy adopted a Plan of Action in which it was agreed that the role of rural development. "is transformation of rural life and activites of all their economic, social, cultural, institutional, environmental and human aspects."[6] Within this framework, it was envisaged that national objectives and strategies to achieve the foregoing should particularly focus on such priority areas as "eradication of poverty, including nutritional improvement, and be governed by policies for attaining growth with equity, redistribution of economic and political power, and people's participation."

Commenting on this problematic agenda for action, UNDP has pointed out that "This complex defination reflects the very complexity not only of the concept itself, but also of the multidisciplinary and multidimensional activities stemming from the practical application of attempted application of the concept."[7]

Any attempt to execute rural development plans on a priority basis results in inequities and injustices. It is also incompatible with the concept of multidisciplinary and multidimensional nature of rural activities. It is our submission therefore, that the implimentation of the Rome Plan of Action envisages the availability of adequate information on each and every agenda item outlined above. None of these essential features of rural transformation

can be effectively undertaken in the absence of information.

Rural Africa embraces more than eighty per cent of the population. When we talk of national development in reality we mean the development of the masses of our people.

If what is explained above is sustainable, it follows that wherever and whenever development priorities conflict it is the people who will either be adversely affected or unequitably and unjustly privileged. If indeed it is human contribution to the development of his way of life in society and his environment that ultimately determines the pace at which a country develops, then it is clearly contrary to the proclaimed development strategies if and when governments deliberately ignore to develop all their people evenly and equitably. Unforturantely, the most neglected people live in the rural areas. This problem is a major spin-off from inherited colonial institutions as reinforced with wrong planning strategies embarked upon by our planners after independence.

It is evident that traditional economists got their priorities wrong. They acted either on insufficient information or wrong information. For instance, that planners emphasized cash crop economy for foreign exchange earnings as opposed to staple food economy resulted in the creation of hunger in Africa.

It was not until recently that economic planners directed their attention at area planning. The identification of a problem at country-wide level

and the subsequent prescription of remedial solutions at that level is, in our view, unrealistic and at best academic. Not all areas of a country experience the same problem of the same intensity at the time and whose solution, is, therefore, the same. Any assumption therefore, that a country's needs are always the same - invoking international statistical models - is an absurdity. Similarly, to assume that developmental needs of a country are the same is tantamount to alleging that, all things being equal the inhabitants of that country experience the same environmental factors, espouse similar traditional or societal Values, ideals, concepts, and subscribe to same ideologies, religious beliefs, etc., and have been exposed to the same intensity of science and technology. Such assumption minimizes and over-simplifies the acute problems facing the rural communities in Africa. For planning purposes we in the information science, tend to go by the whims of traditional economists, i.e. we consider provision of information in the rural areas in terms of "national per capita ". This approach, in our view is a distortion of the reality.

Thus, sufficient information pertaining to the various aspects of national development must be available locally. The need for rural libraries becomes a cornerstone in rural transformation.

Localized collections are particularly useful for visiting consultants, military and defence interests, local historians, educatonal development, leisure reading, etc.

Focus on rural development makes availability of materials on area studies an important component of national inputs for development.

FACTORS WHICH MAY INFLUENCE

PROVISION OF AREA/BRANCH LIBRARIES:

OBSTACLES:

The right to information is a basic human right enshrined in the U.N. Charter. However, the bitter pill to swallow is that information, services in Africa, besides being elitist and hence command very low priority vis-a-vis other sectors, there are insurmountable obstacles in the way of achieving this basic human right.

Budgetary resources are usually meagre. In most countries there is a catalogue of what is considered "humane demands" which must register the first call on these meagre financial resources. Whatever share of budgetary allocation earmarked for information sector must be viewed from this broader national perspective. Other problems include language and literacy, communication, lack of local authorship and the domination of publishing houses by overseas companies, lack of clear policies of national library service boards, lack of leisure time and literacy development objectives;

In Africa where people have to survive, every available minute is either spent on fending for one's family, oneself, fleeing from internal disturbances etc. All these problems have resulted in a situation where the value of a library in both intellectual development and moral relaxation has not been fully appreciated and exploited. We cannot therefore, conveniently talk of providing rural libraries for all. For now it is for privileged few who can afford leisure time and the use of libraries.

IMPORTANCE OF AREA LIBRARIES.

Most African governments are conscious of the fact that in the past not enough emphasis was placed on making their education systems relevant to the socio-economic realities of their people. Thus attention is now being paid to neglected fields such as vocational and technical education, extension work in agriculture, family planning, birth control, and child care, water conservation, desertification, tree planting and the care of forests, irrigation methods, etc.

Area libraries are vehicles which governments should use in the propagation and dissemination of the relevant techniques that are necessary to achieve rural transformation.

In rural Africa school libraries are not an educational luxury but an essential integral component of school life. A rural school library as a hub of reading/learning calls for proper planning. The library in school education must be articulated in line with national development plans.

Libraries must be regarded as essential instruments of social and economic development. Rural library programmes must aim at producing rapid benefits in terms of improved literacy awareness in declared government goals.

Libraries in rural areas are essential in the provision of the basic educational foundation necessary to enhance and make available new avenues for further continuous education.

STRATEGY

The most pragmatic approach to the provision of area/rural libraries is to enjoin

the services of the people themselves. Support services should then come from the government and non-governmental voluntary agencies. The location of rural libraries will be at the discretion of the rural people themselves to decide - basing their judgement on such factors as communication infrastructures, population distribution, availability of educational institutions, climate, etc.

At the planning stage in particular, and throughout the execution of the programme in general, all local resources both human and material should be fully exploited. People in rural Africa feel greatly honoured when they participate in their own programmmes. This gives them a sense of satisfaction and pride. The programme becomes part of their society, part of them. The government should endeavour to give maximum encouragement to local organisations and groups to fall back upon their own rural resources in the actual implementation of rural library programmes. When properly planned, it is possible that people in the rural areas can provide certain basic facilites and materials story-tellers, etc.

Some rural communities are greatly deprived and highly improverished. They cannot afford any of the foregoing. They need assistance in the establishment of are/branch libraries. On purely humanitarian grounds and to distribute national resourses equitably, some measures of priority.

Role of the area library

(1) Collection, processing and preservation. We need not discuss the custodial function of a library. This role has been elaborately covered in numerous studies.

(2) Collection in the context of rural area/branch libraries means that the materials relevant to the socio-economic, cultural, educational etc. needs of the community must be brought together for use. This would include all kinds of graphic materials, as well as oral literature. For the benefit of young and children readers, renowned story-tellers may be grouped together with other sources of materials. In this respect rural libraries must cater for both the present human beings and posterity. Planning for the needs of the present readers is easy. However, it is highly conjectural to provide for posterity.

(3) Collection of realia, ie. traditional ceremonial objects, artifacts, museum pieces. etc.

(4) To collect area oral histories to supplement written records, eg records reflecting on liberation movements, natural history, literature, arts, crafts, technology, architecture, archaeology, anthoropology, music, drama, art, etc., African traditional military adventures, folklore, myths, legends, hyperboles, fairy tales,ceremonies etc. Area libraries must (1) collect and organise local materials (2) gather materials located elsewhere but of value to the locale (3) these materials must be inventoried, classified and properly shelved. (4) Production of necessary finding aids and bibliographical information.

Materials of rural interest would be: farmers documents, records of trade unions, religious, political parties, manifestos propaganda, market promotion materials, etc. School lecture notes, diaries, calendars,

price lists, bus routes, telephone, post office directories, announcements, school time tables, nursery records, parochial and church records, medals, decorations, realia, rainfall charts, old newspapers, broadsheets, campaign documents, anything and everything of value to posterity. Rural African libraries are a collecting stage. Thus libraries can ill afford to discrimate what we want. For sure nobody knows how much has been dispersed overseas or destroyed. Government publications must be vigorously located and collected as this type of material is often ellusive.

On the whole, materials must be collected, preserved and made available which, in the words of the late President Kwame Nkrumah of Ghana, would:

> "satisfy the demands of our people, whatever their ages or their ability, so that through reading they can derive information, enjoyment and a broader outlook and have the opportunity to enhance their moral spiritual and cultural life."[9]

The needs of rural library users are not clear compared to the needs of users of universities or research libraries. The area librarian may find himself and his profession put to real test. He cannot any longer be confined to simply producing access tools which he hopes will assist the curious and inept rural reader get what he wants. He must get actively involved in counselling of readers, provide materials and information required by semi-literate patrons irrespective of age. He may act as interpreter, translator, animator, etc.

Since rural/area libraries are part of a national information system, it must be seen as forming a chain-link in any information generation network.

Area libraries must assume some documentation activities - and within rural

context may involve story-telling, delivery of specific lectures on aspects of rural development, government policies, etc.,

Education Value

Education is accumulation of experience. It also follows that in the actual planning and development of rural libraries, life long education must be one of the cornerstones.

This accumulated knowledge by a predominately illiterate social communities presuppose that for posterity and life-long education, it must be taped and kept. Rural communities in Africa need not go through that initiatory experience the poor rural communities of England experienced in the field of provision of libraries during the last century.

The library does meet the needs of the rural community by providing that facility which has been denied them, in the past - ie. self-education and training which cannot be provided in formal institution.

Preservation: This is an enormous responsibility of a curator of items in rural areas. Natural calimaties are certainly out of his control. However, chemical, animal, insect, atmosphere, fungoid, calamalities are manageable.

Components of Area/Rural Libraries

Area libraries must incorporate an Arts of Theatre sections: i.e. gallaries and museum display areas. Such areas should be convertible to say, reading rooms, lecture theatres, temporary exhibition halls, stages, etc

Libraries in rural areas should be seen as integral part of the school education system. Rural libraries too, can and should assume as additional responsibility. If properly planned and integrated in the government programmes for rural transformation these should act as centres for the dissemination of official policy centred on rural development. In this way facilities such as audio and visual should be made available for rural propaganda purposes.

In rural African communities life until now has tended to be enjoyed communally. The concept of rural library must likewise reflect the cultural values of these communities. Libraries in rural African must emphasize authentic cultural roles.

OTHER FUNCTIONS OF AREA/BRANCH LIBRARIES

(1) Holding of classes for the youth on the socio-cultural developments in the area in particular and in the whole country in general. This approach is aimed at inculating sense of belonging in the young generation - future leaders-thereby ensuring that they are not cut off from their "roots".

(2) Holding of children's arts, holiday or school vacation workshops, sculpture, pottery, ceramics, painting, dolls-making, blacksmiths, courses, history and appreciation of arts, history, and music, archeaology, socio-anthropology, drama workshops, handwork, wheelwork, mechanic, stimulation of new ideas concepts, and discussion on rural transformation as encapsuled in government plans.

(3) Act as focal point for the discussion of government policy on rural transformation.

(4) Acquisition of materials, whether written or oral on weather, the environment, crop production, marketing, distribution, on culinary arts, botany chemistry, history, biology, entomology, etc.

PROPOSALS FOR IMPROVEMENTS OF AREA/BRANCH LIBRARIES

1. PROVISION OF AREA LIBRARIES

In most countries of Africa the institution with legal power to organise public libraries is a National Library Service Board. However, for a very long time now, the rural population have been given the impression that the National Library Service Boards' main function is limited only to the promotion of "public libraries". This notion which stems from ignorance is, in our view retrogressive to a country's national development strategy. National Boards limit their activities to the promotion of public libraries in urban areas thereby neglecting the rural areas. Library Boards have unlimited powers to establish all types of libraries throughout the country. In some countries this is unquestionably a statutory requirement. The following are practical ways we perceive to be the primary role of Library Boards. We highlight this submission by the use of four cases:

CASE "A"

A rural primary school has no library facilites whatsoever. Given a building for example, the school could sustain and develop a library on its own initiative. In this case a library Board would provide a building without undertaking additional responsibility of "equipping" "managing" "maintaining" and "development" of the school library. The library Board's share of involvement or contribution would be limited to the provision of a library building.

CASE "B"

A rural secondary school has a building but no equipment. The Library Board should assume the responsibility of "equipping", "managing" "maintaining" and "development" of the school library.

CASE "C"

A rural Women's Organisation Group has both a building and equipment. The Library Board's should then " maintain" and "develop" the library.

CASE "D"

A village polytechnic has all the facilities as in cases A -C . In this case, the Library Board could assume managerial role as well as the "maintenance " and "development" of the village polytechnic library.

The African librarians may have misconceived their responsibility in the promotion of libraries in the rural areas. The impression we have given is that we are more concerned with portraying our desk professionalism than looking after the profession's developmental role in the rural areas. Time has come when Africa needs dedicated librarians, whose training must inevitably be rural oriented. Librarians prepared to go on horse backs, camel backs, canoes and on foot to every rural area - live there for hours, days, weeks, months and even the whole of their lives - to promote libraries.

In this venture National Library Associations should assist in formulating policies on development of rural libraries. The Library Associations thus assume advisory role and National Library Boards assume executory and leadership roles. Other institutions and persons or bodies will inevitably chip in

their rightful roles once both the library Associations and the Library Boards have formulated developmental guidelines. Members of the library/archives profession should carry out rural area surveys to identify, inter alia, any existing library infrastructures in schools, colleges and public places likely to sustain libraries. Secondly, to study the readership needs and habits of rural communities bearing in mind the socio-economic and cultural activities of each area. This means that henceforth, the role of the National Library Service Boards must be action-oriented.

2. The Ministries responsible for Education must devote a sizeable amount of their development funds to the cause of library development. In this connection they should enjoin the services of the National Library Boards and Library Associations.

3. Governments should device a clear policy on how best to sustain literacy levels through area libraries. Programmes should be evolved whereby writers are awarded grants to enable them to write books and other reading materials.

4. Training of manpower for the rural library system, and the remuneration of professional personnel particularly those working in the civil service must be improved.

5. Governments should make it mandatory that any future development involving a village or township with a potential population of over 1000 people must have a reading room as part of its permanent infrastructure. Local authories must plan for the development of libraries in relation to the growth of the urban and peri-urban populations.

6. The existing social halls and other facilities should be converted to rural libraries. Churches, mosques should be encouraged to provide reading facilities to their patrons.

7. In planning rural libraries special care should be taken to provide for the handicapped communities.

8. Prison inmates and hospitalized people should have access to library facilities which will not only improve their otherwise anguishing living but relax them morally and improve them intellectually.

9. People should be encouraged to develop their own stock of materials relevant to their socio-economic life.

Conclusions:

The role played by area/branch libraries in the collection and preservation of local materials should be conceived in the socio-economic context of the country's development strategy.

Information is essentially for development, and development is about people. Since the majority of our people live in rural areas, focus must therefore be directed at enlighting the rural people. This can be achieved through the provision of rural library infrastructures.

R.J. Kukubo
National University of Lesotho, Roma.

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IFLA GENERAL CONFERENCE, NAIROBI 1984

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108-PRESESSION-23

GRASSROOTS TRAINING IN BOTSWANA

by

A.P.N. THAPISA,

Gaborone, Botswana

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IFLA 50TH COUNCIL AND GENERAL CONFERENCE PRE-SESSION SEMINAR
NAIROBI 1984 - EDUCATION FOR LIBRARIANSHIP ON THE GRASSROOTS LEVEL

GRASSROOTS TRAINING IN BOTSWANA

BY A P N THAPISA

By implication, the theme of this Pre-session seminar, there is need to transmit education in librarianship to the grassroots level. Yet there is implicit in that stand. A motion that we all know what grassroots means. I have adopted the grassroots nomenclature on the understanding that it referes to the people living in poor rural conditions. Some call these people the masses, the villagers and others the pasturalists and peripheries. What ever designation you may wish to give them, several things are common among them. They are usually marked by profound illiteracy, pverty, illhealth and ignorance. Owing to this predicament it has always been felt by decision makers that alot has to be done for the "Rural man" in order to improve "His condition". Consequently extension services have been developed among which the following sprang up in Botswana; Agricultural extension services, health extension services, Tirelo Sechaba, which has now taken the complexion of a National Service and Non-formal education service. The intention has been to provide relevant information about agriculture, health and education to the rural people. Lots of personnel have been trained by the above mentionedinstitutions as agricultural extenionists, health extensionionists and non-formal educators. Alot of money has also been poured into these projects. To the sheer disappointment of the decision makers some of these projects do not seem to be producing the intended results. If there is any-thing that annoys a politician is an un-successful project. We wonder why such well intended projects have not prosperes.

Many things could have contributed to this, among which are the following:

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a) Lack of a philosophy of extension services
b) Lack of a commmunnality of training
c) Lack of coordinated effort
d) Lack of finance

The result has been that the expected improvements have not take place. The condition of the rural man remains largely un-improved and un-changed. The benefits of extension work as far as agriculture is concerned have gone to the people who have some elementary education, land, cattle and social status. This has happened because this category of the rural people, thanks to their little education and social standing, are more receptive to change. The extensionists have therefore paid more attention to them.

The poorest rural man has a result remained largely untouched.

This then casts a lot of doubt on the viability of extension programs. Looking at the programs themselves we find that they are run and administered by "outside developers", and admittedly development planning has not taken root in the light of rural conditions but out-side them. Such planning has not involved or committed the rural man in deciding his own destiny. It is therefore not surprising that the training programes whether in extension services or in Librarianship have followed almost the same pattern. The training programmes have been desined to address themselves to needs as perceived by the designers and not to the needs as perceived by the rural man. It has been assumed in these programmes that literacy and numeracy were the cures of all ills. We then see the establishment of non-formal education which is geared to making the rural man literate coming immediately after both agricultural and keath extension services had been tried. Naturally it is believed that if a man can read and write then he will understand issues of health agriculture. True, but what has been forgotten is to incorporate into the plans and curriculae, the traditions, values, attitudes and culture of the people. The rural people are likely to reject off hand any new developments which seem to challenge or change their cultural values.

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What do these lessons teach us? We are therefore reminded that our training programmes should have inbuilt motions of culture, custom and tradition. These can not be ignored as they form the main ingredients of rural life. Herein lies the philosophy for both extension and library training for grassroots operations. Both library and extension workers should be trained appropriately in the "right" philosophical approach to the service of the people. In my mind there is no difference between a library oficer working in a branch library in Hukuntse or Masunga and an Agricultural extension officer working in the same areas. They are both charges with the responsibility of collecting and disseminating relevant information to the people. The philosophical approach to both library and extension work in rural areas should be one of equal participation. If a library or extension officer assumes a superiority position then the basis for a symbiotic relationship between him and the people is destroyed. Training therefore must not only concentrate on content and techniques but also on a philosophy of approach. My belief in training is that the participant must leave the program or course a changed individual from what he was before entry. The aim is to try to change the individuals behaviour and attitude toward people. One must be helped through training to develop a more receptive, respectful and appreciatative attitude towards other people's valves, customs and traditions.

Now that I do not seem to see much difference between an ordinary extension offer in agriculture or health and a library officer working in rural conditions what have I got to say about their individual training.

A communality of training, though an attractive idea may not allow for sufficient specialization in given subject areas. I prefere to see, nevertheless, A situation where the training of both library officers and extension workers share the same facilities and certain courses specially those that relate to the philosophy of their work, and also those that relate to information gathering, handling, storage and dissemination. Nothing would make me happier than to see both library officers and extension workers working hand in hand and sharing experiences. I believe that they can be able to do this, only if they do not see one another as fundamentaly different and therefore rivals. A common training programmes described above, if properly planners, may de emphasize the apparent difference between library officers and extension workers without necessarily interfering with their fields of

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specialization. A question prises. What kind of institution can be established to do this kind of training. Any nomenclature can be possible depending on what one wants. I may propose the establishment of an institute of library, information and extension studies. Another person may suggest an institute of information and extension studies. You can also have both the department of social and extension services and the department of library and information science housed in the same university so that students are allowed to share accommodation and courses.

The essence of developing library and extension work should not, therefore, aim at changing people's outlooks but to give people access to information and to create such opportunity that will allow them to change themselves. In psychology and library management this is a process called motivation. If we try to change people then we impose our will on them as if their opinions do not matter. I emphasise on a link between the library officers and the extension worker because I believe that both in their day-to-day enterprises in the rural arears engage in face-to-face communication with the rural people. It is precisely this face-to-face communication which brings the rural people into "touch".

Effective training therefore depends on whether the individuals learn and primarily whether the change in behaviour and skills comes as a result of training.[8]

Philosophically, those who have been trained to man libraries, in rural areas should have high regard for the preservation, and dissemination of all kinds of information, which is of direct relevance to the needs of the rural people. Their duty is not to censor butto serve. They should serve impartially respectifully and deligently. Grassroots democracy[9] requires that every one in society is entitled to accurate and timely information. At grassroots we are, therefore, more concerned with providing functional information, information which can immediately be interpreted into means and ways of producing things for a better living. Such information may include topics on crop fertilization, foot and mouths disease control, pest control, birth control and health issues.

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We also need a political commitment which sees and values information as a national resource along side other national resources as diamonds, gold, silver, copper and nickle. Only then can we be assured of the necessary funding for the training of our people in both extension and library work. Such a committment should be extended to supporting the establishment of libraries, documentation centres and training institutions.

The library as a centre for community information needs money to finance projects like, book acquisitions, media productions, publicity, book mobiles and book festivals. The days of dependency on donations pregone. We can not afford, any more, to subject our library officers and assistants working in rural libraries to receiving nothing but yearly donations. Whilst donations are good and well intended they do not necessarily constitute what the rural people need. I am soliciting for a political dispensation in this regard because I want library and extension work to be seen as indespensible to the promotion of both education and culture. Libraries being the common property of all man should be used to help people increase their knowledge and to up lift their social and economic status. Only then can library training be meaningful and rewarding to those receiving it.

User Training

Having gone this far I can not help it but feel that I have been one sided. As it only the library officer and extension work that need training? I wish to propose that in our training programs of libraryofficers we should also prepare them for user training. They should be taught ways and means of conscientising the users on the importance of information to national development. One who does not know and appreciate the value of information is largely unlikely to seek information. Those providing for the users in the rural arears should know their needs. This call for an interraction between the provider of information and the user. In Botswana we could easily employ both extension officers and library officers to conscientise users provided those in authority could be made to see the need. District officers for extension services - could be established to coordinate entension work.

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Those of us teaching library promotions and non-book media (materials) should include in our programs user conscientizing courses. Such courses should aim at availing the trainees with the necessary skills that will enable them to help the rural man desire information for the solution of his problems. A user could be shown how a tape and slide deprogram can help in giving him information which he needs to solve, let us say, the problem of pests such as locusts. The information needs of those who can neither read nor write could therefore, be well served by the inclusion of non-book materials such as, films, slides, charts, posters, film strips and notice boards in branch libraries. I believe that awareness of the value of information can influence user information needs. Our rural people do not seek information because they are not aware of what information can do for them. Some do not seek information because they can not read. They associate the availability of information with the ability to read and write. Those we training at library schools should therefore be anabled to provide, to the rural man, information through other means which do not necessary require the ability to read and write. The users can also be introduced to the various sources of information held within libraries or documentation centres, Adult or non-formal education can also help in conscientising the newly literates. It is not enough to teach people how to read and write without teaching them, also, where and how to get information for themselves. Library officers can also act as resource people, by way of giving talks at Kgotla's meetings about how some of their problems can be solved by using information. They can make themselves available for questioning or consultation. This can only be possible if we have a communality of training for the extension officers, which allows students to audit courses across desuplines or study programs.

The chief factor that should influence the activities of extension officers in rural areas should be the provision of a link between the village and the solution to his problem. This link can not be provided by someone who suffers a superiority complex, but by some-one who appreciates rural problems and exercises lots of humility among the people.

INTRODUCTION TO LIBRARIANSHIP AND DOCUMENTATION

We have recently completed, in Botswana, a pilot workshop on "Elements of Documentation" sponsored by the German Foundation for International Development (DSE). The target group were library information personnel with certificates in librarianship or with at least two years secondary education and a working knowledge of English. We also required a minimum

of two years of working experience. Though candidates with higher qualifications than certificate in library or documentation training were admitted in future this is not going to be the case. Candidates with higher qualifications in other subjects either than librarianship and documentation will, nevertheless, be admitted. The candidates will be drawn from the SADCL countries; Zimbabwe, Zambia, Tanzania, Swaziland, Malawi, Lesotho and Botswana as well as from the East and Central Africa.

As the workshop has been a tremendous success, it has been decided that the DSE will sponsor similar workshops to be held at the University of Botswana for the next three years, under a new theme which is "Introduction to librarianship and documentation". The main aim of these workshops will be to avail library and documentation officers who have not had formal training a chance to receive some basic exposure. The participants will be introduced to elements of cataloguing and classification, essentials of information and documentation and finally to the principles of library and documentation management and administration.

It is hoped that those library and documentation officers who are incharge of (or supervising) branch libraries and small documentation centres will benefit from these courses.

In future, however, I would like to see also an introduction of promotion oriented courses, courses that do not only teach the student to take up leadership responsibilities but also those that aim at changing the attitude and character of the student so that he appreciates working in rural conditions. The student should be made to understand the problems of poverty[4] so that he learns to make do with the little that he might get, instead of getting frustrated by the inadequacy of reading materials and finance.

As far as I am concerned, grassroots training should go further than just introducing students to the rudements of librarianship and documentation. There must be a driving philosophical standpoint, one that seeks to impart an understanding of our life structure rather than just learning cataloguing and classification. There are certain economic, social and political problems that we can not afford to ignore as traineers. Some of these must be incorporated in our teaching, failing which, those we teach might be left completely out of tangent with the environment in which they live.

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Librarianship and documentation do not exist a vacuum, they are affected, every day by socio-economic forces such as inflation, depression, desertification, pverty, eliteracy ignorance and political upheavals. How can those we teach respond to these situations? Are they going to chicken out and claim that they are neither economists nor politicians. We do not want to create quitters in librarianship. We want to encourage those that we train, from the grassroots upwards, not only to take up degrees in librarianship, but also to take other degrees in other desciplines. This I hope will make librarianship and documentation richer. The quitters might leave fo "greener pastures" but they must not be our headache, our concern lies with those who want to strive in order to make librarianship and documentation powwer houses of our time.

Grassroots training, therefore has two sides to it, the training of personnel to work in rural conditions and the training of the villagers to accept an initiate their own change and education. In training for rural development we should design our programs from the point of view of the rural man rather than from that of the designer.

THANK YOU VERY MUCH.

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